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ABSTRACT

This study is concerned both with the examination of current policies and practices relating to sixth year educational specialist programs and with clarifications of interrelationships to other degrees and programs. Chapter 1 discusses the factors contributing to the development of sixth year graduate programs. Chapter 2 presents the rationale and organization of the study. Chapter 3 reports the characteristics of the educational specialists programs, program planning principles and program comparisons. Chapter 4 compares the program patterns of 137 professional specializations and 12 intermediate degrees with the educational specialist program pattern. Chapter 5 presents brief summaries of educational specialist programs in different institutions to illustrate the variety of program offerings. Chapter 6 concludes with the current dimensions, program variables, strengths and inconsistencies, with some recommendations for educational specialist program evaluation and reform. The epilogue describes the reactions and recommendations of the researchers. Appendix 1 discusses some of the difficulties imposed by the sources used (graduate school catalogs and bulletins). Appendix 2 contains the tables. (AF)

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EDUCATIONAL SPECIALIST PROGRAMS IN HIGHER EDUCATION

A focus on sixth year graduate programs for specialized personnel in education and their relationships to other sixth-year graduate programs.

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CHAPTER 1

FACTORS CONTRIBUTING TO THE DEVELOPMENT OF SIXTH YEAR GRADUATE PROGRAMS

The number of senior accredited institutions in the United States tripled between 1925 and 1968; and during the same period, the number of students attending those institutions increased seven times.[1] A diversity of characteristics and subcultures are represented in this more heterogeneous student population. In great part, this growth stems from the rapidly altering and transitional character of our culture. Professional needs are quite different, under these new circumstances, than when there were fewer institutions, smaller numbers of students, more homogeneous student populations, and a more stable predictable society. Contemporary conditions call for more and better prepared teachers, administrators, and auxiliary personnel in education. Institutions of higher education, professional associations, and school systems have responded to new needs by developing new educational programs.

In this report our concern is with the various post-master's degree programs which have been developed by the colleges and universities to help educational personnel improve existing competencies and to develop new ones. Many school systems and educational institutions now authorize and provide salary schedules for positions requiring specialization beyond the master's degree but short of the doctorate. The steady growth and acceptance of the sixth-year programs have been reflected in job descriptions, salary, promotion and contract negotiations,[2] in graduate school applications, and in requests from employers to placement officers. Moreover, state certification requirements and established standards for the profession increasingly specify the completion of a sixth-year graduate program as necessary for certain kinds of professional certificates and endorsements in the field of education. The precedent for this pattern is found in the prior establishment of six-year programs in a number of professional fields, such as architecture, engineering and social work.

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[1] American Council on Education, AMERICAN UNIVERSITIES AND COLLEGES, Tenth Edition, 1968, page 20.

According to data collected by the American Association of Colleges for Teacher Education (AACTE), almost seven thousand sixth-year degrees, diplomas or certificates were awarded in education from 1964 through 1966. The 24.5 percent growth compares with 23 percent increase in doctor's degrees and .8 percent decrease in master's degrees for the same period of time. A comparison in number of graduate degrees in or related to education is shown in Table 1. This slight growth advantage for the sixth-year degrees would be even more pronounced, if the intermediate degree in fields other than education, granted over this three year period, were included in the data.

Since accreditation is a concern for any new program, it is of some interest that institutions in all six regional accrediting districts have contributed to this development. The North Central region awarded the highest number of sixth-year degrees (23.9 percent) and showed continuous growth. Most accrediting districts indicated an upward trend. These regional comparisons are shown in Table 2.

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[2] George L. Newsome, Jr. "Sixth-Year Programs in Teacher Education: Some Questions, "The Journal of Teacher Education, Volume 14, Number 3, March, 1958, page 25.

TABLE 1: COMPARISON OF NUMBER OF GRADUATE DEGREES IN OR RELATED TO EDUCATION, 1964-66.

	Degrees Awarded			
Year	Master's	Sixth*	Doctor's	Total
1964	48,785	1,975	2,786	53,546
1965	51,938 Increase 3,153 Percent 6.5	2,330 Increase 355 Percent 18.0	3,019 Increase 233 Percent 8.4	57,287 Increase 3,741 Percent 7.0
1966	48,418 Decrease 3,520 Percent 6.8	2,459 Increase 129 Percent 5.5	3,426 Increase 407 Percent 13.5	54,303 Decrease 2,984 Percent 5.2
Overall 1964-66	Decrease 367 Percent .8	Increase 484 Percent 24.5	Increase 640 Percent 23.0	Increase 757 Percent 1.4

*Not including intermediate degrees in subject matter fields.

TABLE 2: SIXTH YEAR DEGREES RELATED TO EDUCATION ACCORDING TO REGIONAL ACCREDITING DISTRICTS 1964-1966

Regional Accrediting Districts	Degrees Awarded 1964	1965	1966	Totals	Percentage of Total Degrees
1. New England	344	322	356	1,022	15.1
2. Middle States	304	424	602	1,330	19.7
3. Southern	340	290	379	1,009	14.9
4. North Central	452	520	644	1,616	23.9
5. Western	394	734	319	1,447	21.4
6. Northwest	141	40	159	340	5.0
Totals	1,975	2,330	2,459	6,764	100.0
Percentage of Three-Year Total	29.2	34.4	36.4	100.0	-

More than fifty years have elapsed since Teachers College, Columbia University, instituted its Professional Diploma (Specialist) Program which was linked to official job titles in education. The numbers and types of positions have expanded through the years as this program influenced, and was influenced by, certification requirements in large, complex, urban centers having great need for specialized professional personnel. Except for Boston University (1934), few other population centers, school systems, educational institutions, or state departments of education adopted the sixth-year programs until the current decade. Ideas, discussions and plans, resulting in the greatly expanded recent efforts, were still in their formative stages during the 1950's. By this time, pressures were accumulating for changes in administration, supervision, curriculum and instruction; for upgrading teacher personnel; for professionalizing the special auxiliary school services; and for developing more suitable programs of preparation for college teachers. Two major developments were to prove notable in their consequences for change beyond the 1950's. One was represented by the extensive research effort and related activities of the Cooperative Program in Educational Administration (CPEA) sponsored and financed by the Kellogg Foundation. The other consisted of the impact of the vigorous criticisms to which public education was subjected in the late 1950's and early 1960's because of its alleged weaknesses and inadequacies for entering the space age.

Cooperative Program in Educational Administration. The post World War II years found public school administration facing a number of difficult professional problems. The ranks of top administration were severely depleted of young men available to take over the major jobs in a few years. The national level professional leadership needed direction and a new definition of roles. Disputes over membership prevented the development of any single voice for school administration. The American Association of School Administrators (AASA) had been the most powerful through the years though dominated by the administration of large city school systems. Approximately three hundred institutions of higher education claimed programs of preparation for school administration by the end of World War II but discontent with what the colleges were doing was widespread. College courses proliferated in response to the job emphasis of the practitioner and the subject emphasis of the professor. According to Hollis A. Moore, Jr., "In either case, the result was largely folklore, experiences recounted by professors to students in summer sessions with little research into the process or theory of administration."[3]

Three events occurred in the years 1946 and 1947 that were to influence the above circumstances: (1) The Kellogg Foundation received a recommendation from its education advisory committee that school administration was a field deserving of foundation support; (2) the planning committee of AASA proposed studies and programs for professionalization of the superintendency; and (3) the professors of educational administration, who were later credited with providing much of the spark for the events to follow, formed their own organization, the National Council of Professors of Educational Administration (NCPEA), to focus on the scientific study of administration, the elements of leadership and the dissemination of practices encountered in the preparation of school administrators.[4]

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[3] Hollis A. Moore, Jr., "The Ferment in School Administration," in Behaviorial Science and Educational Administration, The Sixty-Third Yearbook of the National Society for the Study of Education, 1964, p. 14.

[4] Ibid., p. 15

The Kellogg Foundation involvement was prompted by a sustained interest in community development. The advisory committee on education (Paul Hanna of Stanford, Maurice Seay and Ralph Tyler of the University of Chicago) stressed the role of school administrators in providing local leadership. For this reason, inservice training to improve the quality of leadership and upgrade the performance of superintendents was a central theme of early Kellogg interest.

A proposal submitted by AASA was rejected as inadequate to affect the programs of preparation in the colleges and universities; instead, the Foundation offered to fund a series of exploratory conferences for the purpose of determining the needs and for developing a rationale for a major nation-wide effort. The last of the meetings was held in April, 1949; proposals followed asking for more money over a longer period of time than earlier proposals, and specifying that the project be centered in the universities. The project was not the usual kind of study, but a large scale improvement program. "Undoubtedly, the grants would result not so much in discovery or pronouncements as in changes in the institutions which prepare school administrators."[5]

During the next ten years, the Kellogg Foundation was to put more than 6 million dollars into projects for the improvement of school administration. The projects, called Cooperative Programs in Educational Administration (CPEA), opened in 1950-51 in five universities, with grants going to three more the following year. Subsequent grants were made to these eight regional university centers, and to others in 1955 making a total of approximately 30, to which the junior college administration programs were added in the early 1960's.

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[5] Ibid., p. 19.

The uses of the funds are too voluminous to document but a few suggest the range and variety: (1) many conferences were held involving administrators and college faculties for the purpose of analyzing issues relating to school administration and particularly of assessing pre-service and in-service programs for administrators; (2) research scholars from the social and behavioral sciences were hired to identify and examine administrative problems of schools; and, (3) responsibility was assumed for underwriting instructional changes such as internships, interdisciplinary seminars, and special field studies.

Each of the eight regional centers had complete autonomy since no coordinating mechanism had been included as a matter of policy. These university centers had small full-time staffs and used their funds to attract superior graduate students for study and work related to CPEA. Dozens of dissertations came from projects initiated and carried on by Kellogg funds; some were considered excellent additions to administration research.

The impact of the programs was apparent by the end of the decade: "many changes have occurred recently with remarkable rapidity and with almost a single stimulus CPEA -- the emphasis in preparation moving away from bonds, buildings and buses toward the true content of administration -- people."[6] The development of national concern for this more adequate preparation for school administrators and the accompanying development of a profession of educational administration were considered among the most important outcomes. Other influences, even today, are difficult to assess: (1) school administration preparation programs closely identified with CPEA were permanently altered because of the Kellogg grants; (2) a whole new literature in school administration was produced; (3) able young leaders were developed; and, (4) new professional solidarity resulted.

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[6] Daniel E. Griffiths, "New Forces in School Administration," Overview, Volume I, No. 1, January 1960, pp. 48-51.

Demands for some coordination of CPEA efforts became more pronounced as the first five years drew to a close and now received favorable attention from the Kellogg Foundation. Negotiations between AASA and the Foundation resulted in the creation of the Committee for the Advancement of School Administration (CASA). The committee published and circulated the various studies and publications of the regional centers and assumed the role of agent of change. "The job of CASA which rapidly took precedence over all others was to throw into the wheels of progress of AASA the insights, understandings, findings and perceptions generated by the CPEA. In essence, this means trying to change AASA from a convention-and-yearbook organization almost exclusively concerned with practicing superintendents and their day-to-day problems to one which was concerned with professional preparation, maintenance of standards and stimulation of research. Probably the most significant work of CASA revolved around standards for preparation of school administrators which eventually moved into areas of state certification requirements, professional accreditation and affected the policies of AASA itself."[7]

The Committee for Advancement of School Administration (CASA) had been established only a few weeks when approached by representatives of the National Council for Accreditation of Teacher Education (NCATE) with a proposal that a study be made resulting in the development of a document establishing the criteria for accreditation of graduate programs of study which prepare school administrators. NCATE, itself, had been in operation only about a year but had already projected itself into accrediting programs for the future, in addition to those for teacher education. They had expected to appoint a special committee to propose standards for school administrators when CASA was formed. Thus, CASA was asked to perform this function obviating the necessity for a separate committee.

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[7] Op. Cit., p. 27.

For several years, CASA worked on accreditation programs presenting first a set of guidelines to NCATE, a refinement of a CPEA document, defining important features of programs to be considered on accreditation visits. Later, CASA worked with a subgroup from NCATE to establish specific standards which were used for the first time in 1959-60 by accreditation teams appraising school administration programs. These cooperative efforts established the principle that AASA would not perform accreditation functions but would rely on NCATE as the sole accrediting body in teacher education.

Soon CASA promoted another development to draw AASA and NCATE closer together than had ever been anticipated -- "the action to limit active membership in AASA after 1964 to graduates of two year graduate programs in school administration accredited by NCATE."[8] The membership requirement put AASA on record as requiring quality preparation for its members, and, as supporting the accreditation efforts of NCATE. More than one-half of the state associations of education had endorsed the same standards for membership by 1967. The numbers increase each year firmly establishing the direction of trends for the whole teaching profession. As these actions spread, CASA will be required to evaluate their contributions, a test which could determine whether CASA remains an agent of change, one of the most important legacies of the Kellogg grants.

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[8] Op. Cit., p. 28.

Criticisms of Public Education. The second far-reaching development occurred in the late 1950's and early 1960's and was characterized by severe criticisms and bitter attacks on every aspect of public education in the United States. The mood was prompted by indications that the nation was inadequately prepared to enter and hold its own in the advancing space age. Under special fire and most vulnerable were the curriculum (its origin and content), teacher preparation[9], certification requirements for educational personnel, and institutional and program accreditation.

Pressures were strongly exerted for improvements in the character and quality of teacher training programs. One outcome is a trend steadily moving upward toward the five-year level of preparation, with emphasis on advanced subject-matter preparation, related to the teaching fields. Currently, the National Education Association (NEA) recommends five years of college and three years of successful teaching experience for professional teacher certification. Through 1967, a total of 18 states reported that progression, in preparation for teachers at elementary and secondary school levels of teaching, to the fifth year or the master's degree is mandated within a specified number of years for the next highest certificate. Only 10 of the 18 states reported what the mandated period for completion is for their states.[10] However, the principle is established and the trend is clear, though the rate of its development may be erratic in response to supply and demand.

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[9] James B. Conant. The Education of American Teachers. New York. McGraw-Hill Book Company, 1963.

[10] T. A. Stinnett, A Manual on Certification Requirements for School Personnel in the United States, Washington, D.C.: National Education Association, 1967 Edition, p. 21.

Auxiliary Professionals, Specialists and College Teachers. Most administrators, supervisors, curriculum and instructional specialists, and school service personnel enter the profession as subject-matter teachers. The usual expectation requires these specialists to have at least one year of professional study in their specialty beyond that required of the typical classroom teacher. Consequently, this now means that the structure of the professionally specialized program of training is built upon the fifth year of the college program. This emphasis upon six years of preparation for professional specialists is already evident.

Secondary school teachers with master's degrees have been a popular source for recruitment to community and junior colleges but this resource is no longer regarded as adequate in preparation or sufficient in numbers to meet more rigorous standards. If doctoral specialists devote themselves increasingly to upper division and graduate level students, and those with five years of college preparation exert their efforts in elementary and secondary teaching, there remains a gap to be filled. Therefore, it seems reasonable to direct some attention to this sixth year level, to the degree preparing specialists in terminal professional programs, and to the degree intermediate between the master's and doctor's degrees for college level teaching.

Federally-Enacted Programs. Beyond the influential factors and developments of the late 1950's and early 1960's, are the greatly expanded federally-enacted programs of the period 1964 through 1967. Many of the problems toward which the legislative measures were to be directed are familiar: they encompass such concerns as increasing student enrollments of greater diversity and heterogeneity, expansion of a broad system of community and junior colleges;

needs for improvements in undergraduate curriculums and teaching; demands for new programs and auxiliary services related to the broadening base of the college population, and the need for specialized personnel at the levels of greatest expansion in higher education. The current year 1968-69 marked the first funding for fellowship grants under Title V, Section E, Education Professions Development Act, Public Law 90-35, applicable to sixth year graduate programs, terminal or intermediate.

DEVELOPMENT OF EDUCATIONAL SPECIALIST PROGRAMS

The sixth-year program which has demonstrated the most rapid growth in the last ten years is the advanced professional program, offered under a variety of titles, but most commonly known as the Educational Specialist Program. A search of the literature reveals little in the way of published reports describing the development of these programs. Three unpublished mimeographed manuscripts were located; two of these were secured through inter-library loans and the third was made available by the author in the form of a summary of unpublished doctoral dissertation materials. Under the sponsorship of the American Association of Colleges for Teacher Education (AACTE), Robert H. Koenker[11] conducted a survey of existing sixth-year programs in teacher education.

Later, a less extensive review of six-year programs of preparation for school personnel was carried out by Kenneth T. Bordine.[12] More recently, Salvatore Vincent DeFranco[13] conducted the first systematic comprehensive investigation of students who had completed specialist programs in the state of Michigan. He reported his research findings in his doctoral dissertation in 1966.

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[11] Robert H. Koenker, "Sixth-Year Graduate Programs in Teacher Education," Ball State Teachers' College, Muncie, Indiana, October, 1957. (Mimeographed).

[12] Kenneth T. Bordine, "Policies and Practices Governing Six-Year Programs for the Preparation of School Personnel," Central Michigan University, Mt. Pleasant, Michigan, September, 1963. (Mimeographed).

[13] Salvatore Vincent DeFranco, "A Study of Graduates of Sixth-Year Programs in School Administration," Unpublished Ph. D. dissertation, University of Michigan, 1966. (Mimeographed summary).

The Koenker report: Questionnaires were sent to 86 colleges and universities thought to be offering graduate work at the sixth-year level in education. All questionnaires were returned with indications that 48, or 55.8 percent, of the institutions were in fact offering a formal sixth-year program. One institution of the 48 could not comply with the request for details so data tabulations included 47 institutions. The investigation consisted of three parts: (1) a study of existing programs; (2) an institutional evaluation of these programs; and (3) the development of criteria to aid in setting up and evaluating sixth-year programs in education. From the tabulation of the characteristics of the 47 existing programs, the following description emerged:

1. The programs covered a wide range of areas in education; they were self-contained and terminal; they were not designed to lead to the doctor's degree.
2. Program planning was carried out with advisory help to meet student needs according to the area of specialization; stipulations as to major and minor distribution, in the usual academic sense, do not exist.
3. A writing requirement in the form of a thesis, paper, or project was included by 31 of the 47 institutions.
4. Final comprehensive examinations, written or oral, were required by 27 of the 47 institutions.
5. Internship experiences were required at 10 institutions; they were discretionary at another 10; the remaining 27 of the 47 had no such requirement or option.

The most striking conclusion to emerge from the analysis of these data relates to the gradual modification of the specialist program. The earlier the program had been established and the longer its existence, the greater the tendency to eliminate: (1) the committee system and to repose in a single departmental adviser the entire planning and supervision of the student's program; (2) a thesis, research project or field study as part of the program; and (3) the internship requirement as part of the program.

As the increase in candidates makes more demands on faculty time and resources, these impacts may be inevitable, but as the most time-consuming aspects and distinguishing features are eliminated, the program alters to become one of simple completion of formal courses beyond the master's degree.

The evaluative responses of institutional representatives regarding their own sixth-year programs show no real consensus as to the major problems of organization and operation of the programs. Lack of clarity as to the meaning and purpose of the programs was evident. Consequently, doubt, about the value of the sixth-year programs for school personnel, was expressed by 21 out of the 47 respondents. Paradoxically, wider acceptance of the programs was considered an essential for strengthening, along with better methods of selection of candidates and the addition of professional and academic courses specifically designed for this level and emphasis. Some of the lack of enthusiasm seems clearly to be related to a shortage of sufficiently well-qualified staff to provide individualized assistance, to a lack of adequate library facilities, and to the belief that an outstanding master's program and preferably the doctor's degree as well, should exist prior to establishing sixth-year graduate programs.

Based upon the findings and conclusions from this study, three sets of criteria were developed to aid in setting up and evaluating sixth-year programs in education. First, preliminary criteria must be met before an institution can decide whether or not to offer sixth-year programs. If the institution decides that the preliminary criteria can be satisfactorily met, certain interim steps are to be taken. The final steps in developing the program consist of providing these essentials:

1. a flexible individualized program
2. admission procedures more selective than the master's program
3. standards of accomplishment higher than for the master's program
4. being specialized in nature and representing a different emphasis, the sixth-year program calls for some course other than those available for the master's and doctor's programs, and these should be available before the program goes into effect
5. provision should be made for students to take necessary courses in subject matter areas related to professional objectives
6. field and internship experiences should be an integral part of the program; provisions for offering these experiences should be arranged in advance of offering the program
7. some type of research study or field study, in most cases, should be part of the sixth-year program.

The overall implication of these criteria, which are standards to be met, is that only those institutions which can meet them would be able to provide an acceptable advanced professional program consistent with the level and emphasis expected.

The Bordine study. Letters were sent to 190 institutions approved for graduate work by the National Council for Accreditation of Teacher Education. Descriptive materials and bulletins were requested as source materials for discovering policies and practices governing six-year programs of preparation for school personnel. Responses were received from 150 institutions; 85 of this number, or 56.7 percent, indicated that they had six-year programs. Descriptive materials were provided by 70 institutions; the remaining 15 were unable to comply.

Pertinent information was recorded and tabulated along essentially the same lines as the Koenker report with similar results. No evaluations nor recommendations were included.

The DeFranco investigation. Six institutions in Michigan were offering the specialist programs by 1965. By December of that year, 194 students had completed programs in school administration at 5 of these institutions. The two major purposes of the study were (1) to determine interrelationships between demographic characteristics, academic and professional preparation, and career patterns of recipients; and (2) to ascertain perceptions of recipients in meeting professional needs and their assessment of the experiences of the various training programs in which they had participated.

Questionnaires were sent to all 194 recipients; usable questionnaires were returned by 142 or 73.19 percent. In addition, 30 subjects were selected for interviews to pursue the problem at greater depth. The subjects came from various areas of the state, from different sized school districts, from all 5 of the universities, and from 3 broad areas of responsibility. The latter included: (1) 8 central office administrators; (2) 13 building administrators, and, (3) 9 counselors, department heads and classroom teachers.

The general pattern of the specialist degree program included a minimum range of from 54 to 62 semester hours including: (1) courses in an area of specialization; (2) supplementary courses in a related area; (3) courses in cognate fields; (4) a laboratory experience; and, (5) a research report or field study. The overall evaluation of the specialist program experiences was positive, as indicated by questionnaire responses and interviews. The section of the investigation relating to perceptions held by recipients of specialist degrees is of particular interest here.

The recipients reported the following dissatisfactions:

1. courses which duplicate what the student has already learned from experience;
2. courses differing in title but overlapping in content;
3. cognate requirements which were virtually meaningless;
4. lack of opportunity to pursue some study at greater depth than survey courses permit, in such areas as labor problems and educational innovations.

Through the questionnaires and interviews recipients made the following recommendations for improvement of specialist programs:

1. Courses should be based on the educational and professional background of the student to avoid repetition and overlap.
2. Laboratory experience was considered the most valuable experience in the specialist program and should continue to receive major emphasis. This recommendation was made not only by students lacking administrative experience but also by experienced administrators who felt that more field experience should be included in the program.
3. Written study requirements were rated second to the laboratory experience in value. Those who fulfilled this requirement in connection with field studies saw this as indispensable, and not just an academic exercise.
4. Experiences providing interaction with other students and professors were highly valued. An increase in this type of activity was recommended through extern programs, seminars, workshops, and appropriate teaching methods.

5. Students should have more guidance and a better basis for selecting cognate courses.
6. New courses should be offered to meet the criticism that too many are too broad in scope. Collective bargaining, flexible scheduling, ungraded classrooms, and team teaching require more in-depth treatment for some students than a survey type course can provide.

Reaction was mixed among recipients of specialist degrees as to the value of the degree in obtaining other positions. For some it represented an important factor but others expressed the view that the specialist degree is not sufficiently well known to have much weight. The data for this sample appear to support the view that the specialist program serves more effectively for job-upgrading than for job-preparation. Recipients who were already in educational administration positions before completing the program moved to more responsible administrative positions. In contrast, the teachers, counselors, and department heads preparing to assume administrative functions had not moved to administrative positions as a result of their specialist training in this area.

EVOLUTION OF THE INTERMEDIATE DEGREE

Terminal or intermediate degrees requiring two years of study beyond the baccalaureate have become widely accepted in such fields as Social Work, Business, Fine Arts, Architecture, City Planning, and Engineering. Most of these programs involve a two-year master's program and, in many ways, they fill a role in their respective fields similar to that of the educational specialist.

The tenth edition of the American Council on Education, AMERICAN UNIVERSITIES AND COLLEGES, for the first time notes the establishment of the intermediate degree: "With the great increase in graduate enrollments and the increasing demand for PH.D's, especially for academic appointments, the long process of earning a doctorate in the humanities and social sciences has come in for considerable criticism. Some schools have instituted the intermediate degree (Yale) signifying that the holder is qualified to teach his subject-matter on the college level, while completion of research and dissertation indicates research acceptance for the university."[14]

Ten years ago, Earl J. McGrath[15] warned that the failure of graduate schools in training college teachers contributed to the decline of liberal education for undergraduates. He suggested, as have other distinguished educators, that there should be a distinctive doctoral program for college teachers. Although there has been little progress in developing two types of doctoral degrees, other new degrees have evolved which purport to fill the need.

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[14] American Council on Education, AMERICAN UNIVERSITIES AND COLLEGES, Tenth Edition, 1968, p. 20.

[15] Earl J. McGrath, "The Graduate School and the Decline of Liberal Arts Education," New York: Bureau of Publications, Institute of Higher Education, Teachers College, Columbia University, 1959

Master of Philosophy. Plans for a major revision of the degree intermediate between the baccalaureate and the doctorate degrees were announced in 1966 by Yale University.[16] This action, effective Fall, 1968, was taken in the belief that the traditional intermediate degrees, Master of Arts and Master of Science, had lost their substance and distinctiveness. Some intermediate degree, short of the Ph.D., was needed to recognize graduate level achievement and as a credential for college teaching positions. Three steps were involved in the plan: (1) elimination of the Master of Arts and Master of Science degrees; (2) establishment of the Master of Philosophy degree, European in origin, as the only intermediate degree between the baccalaureate and the doctorate. The Master of Philosophy degree would be awarded to students completing all requirements for the Ph.D. except the dissertation; and (3) the granting of a certificate of study to students successfully completing a year or more of work without qualifying for any degree beyond the baccalaureate.

In addition to dissatisfaction with traditional intermediate degrees, the new policies were also prompted by the conviction that a meaningful stage in a student's career is reached at that point when he has completed all requirements for the Ph.D. except the dissertation. Moreover, there existed a desire to act upon the belief that this background represented an appropriate one for college level teaching.

Two basic strategies were considered in implementing these policies, namely: (1) placing the Master of Philosophy degree program on the same curricular track as the Ph.D., (2) providing a separate admissions and special curriculum track as the University of Toronto had done for its Master of Philosophy program. At its inception, the former strategy was adopted for use by Yale for an experimental period, reserving the option for the other alternative if warranted at a later time. The principle was established that any student granted the Master of Philosophy degree could proceed to the Ph.D. with first claim on the resources of the department involved. This avoids the prospect that the degree might become a consolation for failure to complete the doctorate but, at the same time, also retains the prestige of research over college teaching.

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[16] Association of Graduate Schools in the Association of American Universities, Journal of Proceedings and Addresses, Numbers 16-18, 1964-1966, October, 1966, pp. 97-101.

Other institutions which have adopted the Master of Philosophy degree have done so without the elimination of the traditional Master of Arts and Master of Science degrees. The Master of Philosophy is then intermediate between the master's and doctor's degrees.

Candidate in Philosophy. A parallel development to the Master of Philosophy intermediate degree was also adapted from a well-established European degree, known as candidate.[17] Its use was first proposed in January 1966, to the graduate deans of the Committee on Institutional Cooperation (CIC) comprising the Big Ten institutions and the University of Chicago. It was suggested that the Candidate in Philosophy represented the most feasible intermediate degree between the master's and doctor's degrees. Public recognition would thus be given to a stage officially recognized by all graduate schools: (1) the student has met requirements for all courses and seminars; (2) passed written and oral examinations; and (3) been admitted to candidacy for the doctor's degree. The proposal was unanimously approved by the graduate deans. A CIC statement of principles endorsing the concept of Candidate in Philosophy followed. These principles were reflected in adoption by the Board of Regents of the University of Michigan in May 1966, as follows:

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[17] Ibid. p. 107.

1. The degree should be intermediate rather than terminal; should be on the main track from a liberal arts baccalaureate to a philosophical doctorate; should mark attainment beyond the Master of Arts or Master of Science, but short of the doctorate.

2. The degree should be philosophical rather than professional; no separate admission standards; no distinctive graduation requirements.

3. The degree should be awarded at the level of finishing all requirements but the dissertation.

4. The degree should be a mark of affirmation, no negative connotation.

5. The intermediate degree should have a new title that will take on worth and status over a period of time as assigned to it by the academic community.

6. No conflict exists between the intermediate philosophical degree (Candidate) and a terminal specialized or professional degree (Specialist). A teaching degree can be set at any level (master's, candidate, specialist or doctorate).[18]

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[18] Spurr, Stephen H., "The Candidate's Degree," Association of Graduate Schools in the Association of American Universities, Journal of Proceedings and Addresses, Number 18, 1966, October, 1966, pp. 108-109.

Relationship of the intermediate degrees to college level teaching. In an effort to explore more explicitly how intermediate degrees could increase the supply of qualified teachers for the four-year and junior colleges, the Association of Graduate Schools appointed an ad hoc Committee on Graduate Education and Teacher Preparation. Three major areas were included in their report[19]: (1) development of graduate programs leading to degrees short of the doctorate, and aimed at the production of teachers for the first two years of college; (2) the place of teaching experience as an academic requirement; and (3) the situation and prospects for federal fellowship programs for support of graduate training of teachers at this level.

Concerning the development of intermediate degrees, the committee reported as follows:

> Regardless of the name of the intermediate degree, marking the completion of programs appropriate to prepare for college teaching, certain criteria should be met: (1) the program should be primarily oriented toward a subject matter discipline rather than toward professional education; (2) the program should not be for drop-outs, not a consolation prize for the ABD, but rather, should be academically defensible in its own right; (3) it should be offered only in disciplines also offering the doctorate; and (4) these goals can be most readily achieved by making the intermediate degree available only to students selected for and competent to continue to the Ph.D. as evidenced by performance on the regular comprehensive qualifying examinations.[20]

Relative to the place of college teaching experience as an academic requirement in the graduate program:

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[19] Association of Graduate Schools in the Association of American Universities, Journal of Proceedings and Addresses, Number 19, 1967, October 1967, pp. 88-94.

[20] Ibid., p. 88.

A college teaching apprenticeship represents a desired involvement for all graduate students, whether they are going into teaching or not. The Ph.D. program does educate for a career in research, but it also trains for a career in college teaching. Regardless of whether the teaching experience is required or optional, in order to have validity in the graduate programs it must be designed to meet the needs of the student rather than the institution. The responsibility for accomplishing this rests with the departmental discipline, requiring careful planning and guidance in the interests of those teaching and those being taught. The supervised teaching experience, under the direction of the subject matter department might include such features as: (1) planning sessions; (2) seminars with student colleagues; (3) evaluations; (4) teaching seminars using consultants for a wide variety of special topics, such as the psychology of learning, test construction and the like; and, (5) research related to learning and teaching.[21]

Finally, on the matter of federal assistance in support of graduate training for college teachers at the intermediate degree level:

No program of fellowships for intermediate degrees existed under federal legislation until June, 1967. At that time, the Education Professions Development Act, Public Law 90-35 was passed. A new Title V authorized a program of grants for strengthening graduate training of teachers and related personnel in education. Under this Title V, a newly authorized Part E, Training Programs for Higher Education, received funding for June, 1968 through June, 1969.[22]

A number of institutions have adopted intermediate degrees but the development has received no widespread national endorsement to date. Cardozier[23] attributes this to the fact that the intermediate degrees do not satisfy the requirements or standards for college level teaching. In his view, the Master of Philosophy will be seen only as a master's degree, undistinguished from any other master's degree. The Candidate in Philosophy may solve some problems of the Ph.D. "stretchout" and of ABD's but does not address itself to the real issue of providing definitive preparation for college teaching.

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[21] Ibid., p. 89.

[22] Ibid., pp. 91-93.

[23] V. R. Cardozier, "The Doctor of Arts Degree: A Review of the College Teaching Question," Journal of Higher Education, Volume XXXIX, Number 5, May, 1968.

The efforts to promote two year programs, designed for preparation of college teachers and carrying the Doctor of Liberal Arts or Doctor of Arts designation, have never received serious consideration by graduate faculties. The recommendation of the Select Committee on Education at Berkeley[24] failed to win support of the Graduate Council because they were struck by the fact that the main force of argument came from the exigencies of the marketplace rather than a sound considered theory of education. The sense of their deliberations was that there was no need for a Doctor of Arts degree at the time; instead the Candidate in Philosophy intermediate degree was favored.

Faculty initiative at Carnegie-Mellon University[25], on the other hand, is credited with the inauguration of the new Doctor of Arts degree for college level teaching in a program of the same duration as the Ph.D. Many of the programs are still in the process of development; others are described in the bulletins of Graduate Studies for 1968-1970.

SUMMARY

This chapter has provided the background for understanding the development of various types of sixth year degrees. The primary focus has been on the educational specialist and intermediate degrees enroute to the Ph.D. The existence of intermediate or terminal degrees has been noted. Since these are, in many respects, analogous in purpose to the educational specialist, our further analysis of sixth year degrees will include all three groups in the expectation that comparisons and contrasts, thus made possible may provide significant insights into the problems and steps required to clearly define and achieve acceptance for such innovations.

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[24] Education at Berkeley, Select Committee of the Academic Senate Report, University of California Press, Berkeley and Los Angeles, 1968.

[25] Op. Cit.

CHAPTER 2

RATIONALE AND ORGANIZATION OF PRESENT STUDY

The rapid development of educational specialist programs in colleges and universities in recent years has received limited attention at professional conferences and in professional journals. The absence of current descriptive and analytical materials represents a disadvantage in evaluating the status and significance of program developments. Important dimensions of understanding are also missing: clarity of purpose, and an explicitness about the sequential relationships to other degree programs. An interest in documenting the practices characterizing the educational specialist program patterns, as reflected by statements in catalogs and bulletins of a nationally representative sample of institutions, resulted in this study.

Program Features Studied

This investigation is concerned both with examination of current policies and practices relating to sixth year educational specialist programs and with clarifications of interrelationships to other degrees and programs. For what purpose is the program designed? What sequential relationship exists between previous and subsequent degree programs? Does the program pattern and course content reflect a concentration on practice-oriented, job-related experiences, or, is the major emphasis on pursuit of an academic discipline to advanced levels implicitly leading to the Ph.D. degree?

What program planning principles are characteristically adhered to in the development of the program offerings? The relationship of these and other matters to certification requirements and professional standards also merits consideration.

Finally, the identification of dominant program patterns, common characteristics, and distinguishing features provides bases for comparison among various types of programs. Illustrations of specific programs serve to elaborate in greater detail.

Institutions and Programs Studied

The institutions to be studied were selected from the 1967 report of the American Association of Colleges for Teacher Education[26] which is a national voluntary association of collegiate institutions organized to improve the quality of institutional programs of teacher education. The present membership includes all types of four-year institutions for higher education: private and church related liberal arts colleges, state colleges and universities, private and church related universities, and municipal colleges and universities. Annually the AACTE receives information from its member institutions and from non-member institutions known to be preparing teachers. Degrees and awards in the field of education, granted during 1966-67 at all levels, were listed by states for 969 institutions for higher education. Among these were the institutions granting sixth-year degrees, diplomas or certificates in 1966-67.

A sample of one hundred (100) institutions was selected to conform to geographical distribution, and, except for Canada, to include only institutions listed by the National Council for Accreditation of Teacher Education[27] as having accredited programs at the sixth year or doctoral level in teacher education and school service personnel areas of professional preparation. Institutions known to be offering educational specialist programs, as evidenced by the awards of 1966-67, and, institutions believed to be offering such programs in 1969 even though no awards were made in 1966-67, were included. The resulting sample consisted of at least one institution from each of the 50 states in the United States, the District of Columbia, and Canada.

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[26] TEACHER PRODUCTIVITY - 1967, Washington, D.C.: The American Association of Colleges for Teacher Education, 1968.

Catalogs and bulletins were received from 91 of the institutions upon request. Nine of the 91 responding institutions offer no sixth-year graduate program of any kind, thus effectively reducing our sample to 82. All nine of these institutions have master's and doctor's programs in areas of professional preparation appropriate to the educational specialist. Two of these nine institutions have reported granting sixth-year degrees in the past suggesting that no formal programs exist or that they have been dropped. Our assumption that the specialist program tends to be available in those institutions which have the other advanced levels of professional preparation proved not to be wholly correct, although some of these institutions may be in the process of designing such programs.

The remaining 82 institutions in the sample offer a total of 177 educational specialist programs under 22 different titles. All are designated as certificate programs (44.6%), degree programs (43.5%), or diploma programs (11.9%).

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[27] National Council for Accreditation of Teacher Education, Fourteenth Annual List, 1967-68.

Dominant emphases among the 177 educational specialist programs are distributed in order of frequency in the following three major areas of professional training: (1) administration, supervision, curriculum and instruction (71 programs or 40.1%); (2) guidance and counseling and other auxiliary school service personnel (60 programs or 33.9%); and (3) teacher improvement programs at various levels of education (26.0%).

The large complex institutions offer most of the educational specialist programs, administered through the graduate division and subject to general requirements which apply to all graduate degrees, and distributed as follows: (1) state universities (51.2%); (2) private universities (24.4%); (3) landgrant universities (19.5%); and (4) state colleges (4.9%).

Method of Analysis

Catalogs and bulletins from the 82 institutions offering educational specialist programs represented the source of information. A coded form was developed to tabulate the frequency and range of all identifiable policies, practices, and requirements relating to the 177 programs. The tabulations were expressed in frequencies and percentages to determine the extent of agreement or variation in program characteristics.

For purposes of analysis and comparison the three major types of professional specialization in education were tabulated. This mode of tabulating and reporting was selected as appropriate for a study of the educational specialist programs. Evaluation and comparison of significant predominant characteristics and patterns were sought especially for recommendations for improvement in the educational specialist degree programs.

Chapter 3 reports the characteristics of the educational specialist programs, program planning principles and program comparisons.

Chapter 4 compares the program patterns of 137 professional specializations and 12 intermediate degrees with the educational specialist program pattern.

Chapter 5 presents several brief summaries of educational specialist programs in different institutions to illustrate the range and diversity of program offerings.

The final section of the study proper, Chapter 6, concludes with the current dimensions, program variables, strengths and inconsistencies, with some recommendations for educational specialist program evaluation and reform.

The Epilogue describes the reactions of the researchers to the findings and provides essential guidelines for restoring the original conception of the educational specialist as a program of vocational preparation, distinctive from the other degree offerings.

Appendix 1 notes a few difficulties imposed by the source of the data.

Appendix 2 contains TABLES 10 through 34 to which references are made in Chapters 3 and 4.

CHAPTER 3

CHARACTERISTICS OF EDUCATIONAL SPECIALIST PROGRAMS

This chapter reports specific policies, practices, and requirements of educational specialist programs as described in catalogs and bulletins. It is based upon 177 programs in 82 institutions. The discussion includes (a) criteria for admission; (b) purposes; (c) sequence; (d) emphasis, structure, and content; (e) requirements; and (f) relationships to other degrees. Program planning principles, program comparisons and models are also included. Tables 10 through 34 to which reference is made may be found in Appendix 2.

Admission Criteria

All programs require health histories and medical examinations as well as reasonably standard evidence on prior educational experience. Only nine programs indicate age and recency of previous academic work as significant criteria for admission.

Degrees. (Table 10) Most programs require a master's degree with some specified credits related to the advanced program (73.4 percent) or a master's degree in a specified field (23.7 percent). The remainder accept students with a baccalaureate degree.

Grade Average. (Table 11) Although a "B" average or better (3.00 grade point average or above on a 4.00 scale) is specified by 81.4 of the programs, the B average is variously defined as (a) last two undergraduate years (4 percent); (b) all prior work at graduate level (63.3 percent); (c) higher average than B for prior graduate work (14.1 percent). The remaining programs either accept a lower average or state a less specific requirement, such as "superior work."

Examinations. (Table 12) Examination results may be used for screening or for determining deficiencies as a basis for program planning. The majority of the programs (61.6 percent) require the Graduate Record Examination General Aptitude Section, the Miller Analogies Test, or the National Teacher Examination. Others recommend the examinations or may request them for particular individuals. Only a few (6.8 percent) make no mention of examinations.

References and Interviews. (Table 13) About 97 percent of the programs require references from persons in position to judge scholastic qualifications and potential for advanced work. Only 14 percent require personal interviews.

Experience. (Table 14) A background of professional experience is required for admission to almost all programs. This may involve teacher certification and experience (54.8 percent) or a combination of teaching experience and administrative or other school service experience (42.4 percent).

Transfer Credits Accepted. (Table 15) More than one-half (53.1 percent) of the educational specialist programs permit transfer credits equivalent to the master's degree to be offered toward the sixth-year program. A somewhat smaller proportion (44.1 percent) permit the same plus an additional six semester hours in the transfer.

Program Purposes and Requirements

Program Purposes. (Table 16) The primary purposes stated for 162 of the 177 specialist programs may be summarized as developing specialized professional interests, knowledge, and understanding of basic theoretical concepts, mastery of skills and competencies, and their relationships to performance in a special field of education. A small number (14) programs are designed as cooperative endeavors between a subject matter field and professional education. These programs are apparently aimed at preparation of teaching or curriculum specialists or junior college teaching. In a few cases, the amount of professional education required is quite small.

Most specialist programs (98 percent) are also designed to meet current or probable certification requirements in certain states or to meet requirements for membership in professional associations. Although the specialist programs often arose out of such requirements, the tendency seems to be to downplay this function to a secondary role.

Program and Degree Sequence. (Table 17 and 18) About 7 out of 10 educational specialist programs (69.5 percent) follow the same sequence of courses which leads to the Doctor of Education degree. A small percentage of programs (4.5 percent) are in the same sequence as the Doctor of Philosophy degree in institutions not offering the Doctor of Education degree. The remainder (26 percent) follow a separate and parallel track to the completion of the sixth-year graduate program.

Almost three-fourths (74 percent) of the educational specialist programs represent a choice between the professional specialist program and the doctor's degree program beyond the master's degree. Approximately ten percent (9.5 percent) represent an intermediate step between the master's degree and the doctor's degree. Selecting the former reflects a desire for a different emphasis beyond the master's degree and for different outcomes. Pursuit of the doctor's degree at a later time is not precluded for the highly qualified student though there is no guarantee of full credit for work taken at the sixth-year level. Moreover, there is no assurance that the pursuit of the doctor's degree can be accomplished in the same amount of time as if approached directly from the master's degree. On the other hand, in those programs in an intermediate position between the master's and doctor's degrees, highly qualified graduates are eligible and encouraged to pursue the next step.

Program Emphasis and Content. (Table 19) The educational specialist programs fall into three distinctive types. For administration, supervision, curriculum and instruction (40.1 percent), the courses are from broad fields and non-subject matter areas of education. For auxiliary school service personnel (33.9 percent), they consist of a comprehensive interdisciplinary or interdepartmental array of articulated courses. Teaching specialists pursue courses in the art and methodology of teaching and learning combined with subject matter from the teaching disciplines (26 percent).

Job-Related Practice. (Table 20) Nearly 80 percent of the sixth year programs include some type of job-related experience in which professional competencies and skills can be developed in fulfillment of one of the primary purposes of the program. These experiences are variously designated as field work practice (7 percent), internships (18 percent), practicums (9 percent). Approximately 44 percent permit a choice (18 percent) or require a combination of several types of experiences (25 percent). Limited compensation is permitted in some of these experiences (2 percent), but full-time employment seems generally not to be acceptable in meeting the job experience requirement. Although 76 percent of the programs give credit for the job-related experience, only 3 of 139 programs permit the experience requirement to be satisfied by full-time employment. Supervision by a staff member is specified in 77 percent of the programs. Credit for directed work experience varies from 0 to 16 semester hours, with 45 percent granting 5 to 8 credits and another 20 percent giving 9 to 12 credits.

Prior professional experience in a field related to the specialist program is required in 76 percent of the programs. In a few cases (6 percent), this prior experience may be substituted for all or part of the requirement. In 15 percent of the programs, the prior experience is required because there is no provision for job-related experience in the program.

Seminar Emphasis. (Table 21) The term seminar and proseminar appear to be used interchangeably in the different sixth-year graduate programs even within the same university, college, or division. Usually the context suggests problem or profession-oriented courses. On the other hand, seminar also implies something about size (small), about method (case study, performance, field trips), and about purpose (integrative). Attention is given to readings, discussions, analyses, criticisms and evaluations related to the particular discipline or field. A research seminar also appears during which the student, under the guidance of his major advisor and subject to the approval of his committee, will develop an acceptable problem for a thesis and acceptable methods for solution. Thus, the type of seminar varies with the dominant characteristics and purposes of the sixth-year programs. The fact that 84 percent of the programs specify seminars of some type is indicative of the importance attached to this type of study. In 17 percent of the programs, seminars in teaching disciplines are required.

Research, Papers, Analytic Reports. (Table 22) About 73 percent of the programs require investigations and analyses of current activities, concerns, issues, and problems of significance, together with supporting papers and documentation. Field studies or projects are indicated in 42 percent of the programs. In this circumstance, the research and directed work experience may be directly related. Over 20 percent require a rather traditional pattern of research and a thesis. Others specify papers prepared in connection with research courses or seminars. In 70 percent of the programs, research courses or seminars are required. The requirement varies from one to three or four courses. The modal requirement is two, three, or four semester hour courses. In approximately 37 percent of the programs, some research must be done in both the fifth and sixth year. Others (29 percent) specify it at the sixth year only.

Final Comprehensive Evaluation. (Table 23) In 45 percent of the programs, a final comprehensive examination, written and/or oral, is required. In approximately 30 percent of the programs, no reference to a final examination is made. The remainder (24 percent) indicate that examinations of some sort may be required at the discretion of the guidance committee.

Requirements and Individual Adaptation. (Tables 24 through 28) Program requirements are generally described as to the areas to be covered. Within the prescribed pattern, some choice of courses is usually possible. This description, coupled with electives of approximately 20 percent (12 semester hours), holds for 74 percent of the programs. An additional 10 percent limit electives to 10 percent (6 semester hours). Electives must be approved and even so do not exceed 16 credits.

In four programs, except for two or three elective courses, all course and experience requirements are rigidly specified. Only about 5 percent of the programs avoid all specification and place the responsibility of program approval on the guidance committee.

More than one-half (58.9 percent) of the educational specialist programs do specify some foundation course requirements ranging from up to 10 percent (6 semester hours) to up to 30 percent (18 semester hours) for the two-year program beyond the baccalaureate degree. The remainder (41.2 percent) withhold stipulating specific foundation requirements until evaluation of course work taken at the point of admission to the master's or sixth-year level.

Basic core or foundation requirements, therefore, are sometimes met at the undergraduate, the master's, the sixth-year, or a combination of these levels.

Majors or concentrations are required in all but five percent of the programs. Semester hour requirements for the major vary from less than 20 up to 43, with between 28 and 31 semester hours including 70 percent of the programs. Cognates of approximately 12 semester hours are required in about half of the programs. Lower major requirements tend to be accompanied by higher cognate requirements. Terms such as allied, related, or supporting fields are also used as substitutes for cognate. The range of requirements extends from approximately two courses up to 34 semester hours.

Total Credits Required. The typical educational specialist and intermediate degree programs require 30 semester hours at the master's level and 30 semester hours at the sixth-year level. The total number of credits required may be implied only in the minimum length of time specified for the completion of the program. Hesitancy over stipulating exact requirements in semester hours stems from reluctance to convey the impression that the program is merely an accumulation of courses and credit hours rather than a well-designed educational and professional experience.

Proficiencies Required. (Table 29) Only 2 of 177 programs include a statement about foreign languages, and then only suggest the desirability of some proficiency. Over 70 percent emphasize research proficiency but vary considerably in the evidence of competency accepted. Proficiency examinations, course work, and completion of a research project represent the alternatives.

Level of Graduate Work. (Table 30) Sixth-year professional graduate programs have been critized for their heavy inclusion of undergraduate courses. At the master's level, up to one-half of the semester hour credits may be selected from courses designated for both undergraduate and graduate credit. When the sixth-year program consists of a second or advanced master's degree, the courses may be predominantly at the same level as the first master's degree. Thus, the possibility exists for the two years of course work beyond the baccalaureate to consist of equal proportions of undergraduate and graduate courses.

About one-half of the educational specialist programs (54.2 percent) are predominantly at the fifth-year level. More than one-third (35.6 percent) consist of advanced graduate level work combining the fifth and sixth-year level courses. About 10 percent combine the upper division and graduate level courses about equally.

Other Degree Requirements. (Tables 31-32-33) Approximately three-fourths of the programs require a B cumulative average (a minimum of 3.00 on a 4.00 scale) for all work taken to meet the degree requirements. Some programs (15 percent) require the B average with no grade below C. A few (8 percent) stipulate the exact limits on the number of C's and indicate that the student's candidacy may be terminated if he exceeds this limit. A few programs (3 percent) accept less than a B average and a few (3 percent) require a higher average. Grade requirements for admission to the master's degree, for completion of that degree, and for admission and completion of the specialist program are usually almost identical.

The concept of residence includes academic residence, referring to the complete length of time during which the student must be in attendance at some institution in higher education pursuing a particular program or degree. Thus the master's degree requires one year, the sixth-year degree two years, and the doctor's degree three years beyond the baccalaureate degree. However, residence also refers to the minimum period of time that the student must be in attendance carrying a full credit load as defined by that institution. The general pattern is to require one term full-time residence for a one-year degree program, two terms for a two-year degree program, and three terms for a three-year degree program. The terms may be quarters, trimesters, or semesters, according to the institutional calendar. Educational specialist programs tend to require one semester of residence carrying a full credit load (46.3 percent) or one academic year under the same circumstances (42.9 percent).

A maximum number of calendar years allowed for completion of sixth-year graduate programs usually relates to the point of admission to the program. About one-third of the educational specialist programs (34.5 percent) specify a maximum of 6 years; a smaller proportion (20.3 percent) permit 5 years. Almost another one-third of these programs (30.5 percent) fail to stipulate any maximum time for their completion.

Failure to establish calendar limits may actually have two different meanings. In the case of educational specialist programs, this may actually mean unlimited time for completion at a slow rate except for fulfilling the residence requirement.

Relation of Specialist Program to Other Degrees. (Table 34) The program may serve either a terminal or intermediate professional degree function. As a terminal degree, the three stages consist of 4-1-1 years. The Bachelor of Arts or Bachelor of Science in an academic discipline, or the Bachelor of Arts or Bachelor of Science in a professional field is usually followed by a master's degree program. The latter involves a choice between the Master of Arts or Master of Science in a professional field, with thesis option, or the more professional Master of Education degree. Any choice or option allows the qualified student to undertake the next stage, the educational specialist program. However, the selections made at the master's level may influence the course of action open for the future. For this reason, the educational specialist program tends to be terminal in function for those students who approach it through the selection of the Master of Arts or Master of Science in a professional field without thesis or the Master of Education degree program. On the other hand, the educational specialist program may serve either a terminal or intermediate professional function for well-qualified students who approach it through the Master of Arts or Master of Science in a professional field with thesis. Since the intermediate professional level is not the usual route to the next higher degree, the professional Doctor of Education, or the professional research Doctor of Philosophy, there is no guarantee, even for those who may qualify, that all the professional work will apply or that the next stage would be the same length as for those approaching it more directly.

In no case was the educational specialist a necessary or a recommended step for individuals seeking the Ed.D. or the Ph.D. However, careful readings of statements in some catalogs or brochures suggest that attempts have been made to spell out in detail the characteristics of master's degree programs in relation to the specialist and doctoral programs. These are either too complex for easy summary or so arbitrary as to cast doubts on their enforcability. The difficulties involve the extent of professional or specific specialty study, the breadth of programs, and the research emphasis. Obviously, the more detailed the various degree requirements the greater is the difficulty of moving from one degree pattern to another. In highly flexible programs, the major issues to moving from specialist to doctoral programs are found in the caliber of the individual's work and his research competency.

In defining the specialist programs, faculties have wrestled with two difficulties. One is to avoid the possibility that the specialist degree or certificate is awarded for what is essentially a second master's degree. When advanced work identical or similar to that taken by candidates for the Ed.D. and Ph.D. is specified to overcome the first difficulty, the second arises. The specialist program may become a consolation prize for those not accepted in or unable to complete the doctorate. Or a few additional seminars and a dissertation may permit the successful specialist recipient to acquire the doctorate. Thus the program originally introduced as specifically vocational and terminal becomes anomolous.

Since the Ed.D. was originally introduced as a professional degree distinctive from the Ph.D., it might seem that continuation from the educational specialist to the Ed.D. would be easier and more natural than to the Ph.D. However, the historical distinction between these two doctorates was based largely on two considerations: research and foreign language. The difference between Ed.D. and Ph.D. research has always been difficult to discern in practice and the foreign language requirements for the Ph.D. are being rapidly discarded. Our examination of requirements for the two doctorates indicated that there is generally greater emphasis on breadth and comprehensiveness in Ed.D. programs and hence fewer credits in the major, more credits in the subordinate areas and in the cognate than is characteristic of the Ph.D. programs. The Ed.D. may also be more practitioner or clinically-oriented in contrast with the greater research orientation of the Ph.D. We suspect these distinctions are more apparent in theory than in practice. Yet in many of the institutions it is probable that the educational specialist seeking a doctorate might find admission and completion easier with the Ed.D.

Another complication is found in that specialist programs and Ed.D. programs are offered with emphasis in basic disciplines of the arts and sciences with limited or minimal and occasionally no courses in education, although some supervised college level teaching may be required. Our sample suggests that this happens primarily in universities in which the arts and science departments are not authorized to give the Ph.D. In such circumstances the specialist programs may approximate the candidate degree or the M.Phil., but perhaps more specifically oriented to preparation for undergraduate college instruction. Although the aim is undoubtedly meritorious in many respects, it seems unfortunate that a clearer degree designation has not been adopted. Certainly this extended usage of the specialist degree increases the obscurity surrounding the meaning of the degree.

A Model Specialist Program. If the purview be limited to programs offered in colleges of education it is possible to bring together modal practices into a definition of the educational specialist. The following pattern emerges:

A Model Educational Specialist Program

Admission:

1. A master's degree with a distribution of credits related to the desired specialist program.
2. B average in prior graduate work.
3. Results of an appropriate examination (GRE or Miller Analogies).
4. Relevant prior professional experience.
5. References.
6. Personal interview.

Transfer Credits:

1. Accept for transfer all credits on master's degree.
2. Possibly 6 semester hours additional.

Program:

1. Requirements specified by areas with limited additional electives.
2. 30 semester hours but many of the courses may be taken at the master's (fifth year) level. (Assumes 30 hours completed prior to admission.)
3. Total program distribution usually based on both fifth and sixth year work.
4. General requirements:
    (a) Proficiency in research.
    (b) Field study experience and reports.
    (c) Internship or supervised work experience (not a full-time job and usually no or only token compensation).
    (d) Maintenance of an overall B average.
    (e) One semester full-time work in residence.
    (f) Final comprehensive examination.

5. Program distribution:
   (a) Core or foundation requirements (15 percent).
   (b) Major (50 percent)
   (c) Cognate, supporting, or related fields (20 percent).
   (d) Supervised experience (less than 1 percent).
   (e) Electives (15 percent).
6. Continuation to a doctorate.
   Educational specialist is considered terminal, but applications for doctoral programs are considered on individual merit, with no assurance or expectation that all prior work will be accepted as counting toward the doctorate if candidacy is granted.

This model inevitably ignores many variations and, in particular, it does not take into account the extent to which guidance committees make adjustments based upon the individual's prior education and work experiences. The model does make explicit the major distinctions between the educational specialist and the doctoral programs. The first distinction lies in the requirement of prior relevant vocational experience and master's program. This distinction is continued with the requirement of supervised work experience in the program. The second distinction is found in the level of the courses taken. As much as 75 percent of the total course credits could be at the fifth year or lower level. In the extreme, the educational specialist might show the following pattern:

Master's Degree:

50 percent of work at undergraduate level (15 credits)
50 percent of work at fifth year level (15 credits)

Educational Specialist Sixth Year:

50 percent of work at fifth year level (15 credits)
50 percent of work at sixth year level (15 credits)

or 25 percent undergraduate, 50 percent at the fifth year, and 25 percent at the sixth year. Although course levels are hardly definitive in terms of difficulty or sequence, this does reflect a rather lower level of study and a greater breadth than is typical of doctoral programs. At the other extreme, the educational specialist might take a course program almost identical with that of the doctoral candidate. If that doctoral candidate also served a credit internship or engaged in field study, his research and culminating dissertation might be the major difference. One might then summarize by saying the difference is of degree rather than of kind! Nevertheless, general acceptance of some such model as that above would materially assist in clarifying the nature of this new degree.

Program Planning Principles and Program Comparisons

Data and discussions in the previous section have focused on specific characteristics and features of the educational specialist programs and their relation to other degree programs. What program planning principles are evident to provide the rationale for the emphasis and the pattern of organization as these are reflected in the distinguishing characteristics and requirements?

Advanced professional degrees prepare individuals for positions of leadership in professional education. To this end, the typical programs emphasize: (1) flexibility to insure meeting the needs of a large variety of professional workers in education; (2) development of a breadth of understanding across the whole professional field; (3) acquisition of knowledge in at least one specialized field of professional education; (4) a sequential arrangement permitting the interplay of breadth and depth; and (5) integrative experiences for demonstrating the application of theory to practice, including applied research, with such other specialized educational skills and competencies as teaching, supervising, administering, coordinating, and counseling.

The relationship of educational specialist programs to certification and professional standards and comparison of the dominant program patterns with their common characteristics and distinguishing features will be followed in Chapter 5 with illustrative types of educational specialist programs to portray the diversity in types of programs available.

Breadth (Tables 3, 4, and 5)

The concept of breadth serves as a guiding principle in program planning for educational specialists by building the concentration on a broad uniform and standard base of foundation or core courses (Table 3); by use of minor, related, supporting and cognate discipline options, singly or in combination (Table 4); and by the inclusion of articulated elective choices (Table 5).

Breadth of understanding is promoted by exposure to the major departments within the professional field (Table 3). More than two-thirds of the educational specialist programs (68.9 percent) include foundation courses at a basic and advanced level. The Ed.S. program for preparation of school counselors, for example, includes basic foundation courses in education and advanced foundation courses in the specialized field of counseling. The former courses may be found at the undergraduate or master's level. The latter may be included either at the master's or specialist levels of the program. The Ed.S. program for teaching specialists, on the other hand, combines professional and academic foundation courses (22 percent) for a base upon which to build the concentration to follow.

The selection of subordinate fields contiguous to the major emphasis and the choice of significantly related cognate disciplines outside the general area adds further to the dimension of breadth (Table 4). All Ed.S. programs include a secondary emphasis; most combine this with an appropriate cognate selection (67.8 percent).

Elective credits can be used in any program to add additional breadth

if desired. Approved electives, academic or professional, are characteristic of all but a small number of Ed.S. programs (Table 5).

TABLE 3: FOUNDATION OR BASIC CORE COURSES AS BREADTH IN ED.S. PROGRAMS

Breadth: Foundation or Basic Core Courses	Educational Specialist Programs N	%
1. basic professional core	16	9.1
2. basic and advanced professional core	122	68.9
3. combination of basic professional and academic core	39	22.0
Totals	177	100.0

TABLE 4: MINOR, RELATED, SUPPORTING OR COGNATE DISCIPLINES AS BREADTH IN ED.S. PROGRAMS

Breadth: Minor, Relate, Supporting or Cognate Disciplines	Educational Specialist Programs N	%
1. articulated areas related or supporting to the field of specialization	20	11.3
2. articulated areas related or supporting to the field of specialization plus cognate discipline outside the major area	120	67.8
3. a combination of related academic and related professional courses	37	21.0
Totals	177	100.1

TABLE 5: ELECTIVES AS BREADTH IN ED.S. PROGRAMS

Breadth: Electives	Educational Specialist Programs N	%
1. approved academic electives	1	.6
2. approved professional electives	118	66.7
3. combination of approved academic electives and approved professional electives	43	24.3
0. not specified	15	8.5
Totals	177	100.1

If electives are selected and approved to represent areas other than the major concentration, they broaden the educational experience thereby. This follows regardless of whether the electives are stipulated as approved professional (66.7 percent) or a combination of approved academic and professional (24.3 percent).

Depth (Tables 6 and 7)

The intensity of involvement in various kinds of experiences related to the professional field of specialization indicates the extent to which the concept of depth serves as a guiding principle to the rationale for the characteristics and requirements of the program. The range of depth experiences extends from no requirement beyond the formal courses in the major field of specialization to the addition, beyond this, of related seminars, comprehensive examinations, and applied research reports (Table 6). The most frequently used combination in the Ed.S. programs consists of the more extensive pattern of: professional field of specialization, professional seminars, comprehensive examinations over the major field, and applied research reports related to the specialization (44.1 percent).

Practitioner type experiences constitute additional depth experiences, which are included in the major field of specialization (Table 7). Job-related practice in the form of field work, practicums, internships, and the like, is stipulated for more than three-fourths of the programs (78 percent). Slightly more than one-half of the Ed.S. programs (52 percent) require both the job-related practice and applied research in the form of a thesis, paper or project.

TABLE 6: MAJOR CONCENTRATION REQUIREMENTS AS DEPTH IN ED.S. PROGRAMS

Depth: Major Concentration	Educational Specialist Programs N	%
1. professional field of specialization with professional seminars	14	7.9
2. professional field of specialization with comprehensive examinations over the major field	10	5.6
3. professional field of specialization, professional seminars, and comprehensive examinations over the major field	24	13.6
4. professional field of specialization, professional seminars, comprehensive examinations over the major field, and applied research reports related to the field of specialization	78	44.1
5. number 4 above, minus terminal comprehensive examinations over the major field	20	11.3
0. no requirements specified beyond the professional field of specialization	31	17.5
Totals	177	100.0

TABLE 7: PRACTITIONER EXPERIENCES AS DEPTH IN ED.S. PROGRAMS

Depth: Practitioner Experiences	Educational Specialist Programs N	%
1. field work, practicums and internship types of practice experience with emphasis on the development of techniques, skills and competencies appropriate to the field	46	26.0
2. practitioner experiences as described in 1 above plus applied research related to the professional field produced in the form of theses, papers, individual or group projects	92	52.0
0. no practitioner experiences specified	39	22.1
Totals	177	100.1

Integrative aspects (Table 8)

Experiences which permit and require the grasping of relationships and inter-relationships serve an integrative function. Simultaneously, they may also represent an increase in the intensity of involvement in the major field of specialization.

Prominent among the relationships to be experienced in the Ed.S. programs are those between: (1) theory and practice; (2) theory and research; (3) practice and research; and, (4) teaching, administering, counseling and research.

All, except about 10 percent, include some type of integrative experience in the Ed.S. programs (Table 8). The range extends from 1 to 4 different types. Fewer than 10 percent include only one type: seminars (4.5 percent) or field work experiences (3.4 percent). More than one-third (36.2 percent) include seminars, terminal comprehensive examinations, field work experiences, and applied research. The remainder of the Ed.S. programs (55.9 percent) include 2 or 3 integrative type experiences.

TABLE 8: INTEGRATIVE ASPECTS OF ED.S. PROGRAMS

Integrative Characteristics	Educational Specialist Programs N	%
1. seminars	8	4.5
2. seminars and terminal comprehensive exams	21	11.9
3. seminars, terminal comprehensive exams, and field work type experiences	24	13.6
4. seminars, field work experiences, and applied research	19	10.7
5. seminars, terminal comprehensive exams, field work experiences, and applied research	64	36.2
6. terminal comprehensive exams, field work experiences, and applied research	3	1.7
7. field work experiences and applied research	5	2.8
8. field work experiences	6	3.4
9. seminars and field work experiences	10	5.6
0. none specified	17	9.6
Totals	177	100.0

Flexibility (Table 9)

The extent to which the concept of flexibility represents a guiding principle to the rationale for program planning is reflected chiefly by the opportunities available for making choices and selecting alternatives in various aspects of the program. A tabulation made, though not included here, shows that the prevailing practice in more than 90 percent of the Ed.S. programs consists of: (1) stating the major divisions of the program, namely, foundation or core courses, field of specialization, related or supporting emphasis, cognate field, and approved electives; (2) specifying the minimum number of credits to be allocated to each of the major divisions; (3) permitting the remainder to be used to adapt to individual needs to prepare for a variety of professional tasks in education; and (4) allowing choices in some types of professional experiences included under the major divisions.

A few Ed.S. programs indicate only the major divisions without establishing any minimums for each division (4.5 percent); in a still smaller number of programs (2.3 percent) neither the major divisions nor the minimum requirements are specified.

Flexibility is evident in some Ed.S. programs which permit choices in approved electives, seminars, field work assignments, and applied research projects (Table 9). In various programs the following number of choices are available: one (9.6 percent); two (24.9 percent); three (19.8 percent); and all four (41.8 percent). A small proportion of the programs (4 percent) provide no specific choices in these areas.

Whether the choices represent true flexibility depends upon the variety of courses and other experiences available to enable the student to do what the program permits.

TABLE 9: FLEXIBILITY OF CHOICE IN SPECIFIC ASPECTS OF ED.S. PROGRAMS

Types of Choice	Educational Specialist Programs N	%
1. choice of approved electives	17	9.6
2. choice of approved electives and seminars	40	22.6
3. choice of approved electives, seminars, and applied research problems	29	16.4
4. choice of approved electives, seminars, field work assignments, and applied research problems	74	41.8
5. choice of approved seminars, field work assignments, and applied research problems	1	.6
6. choice of approved electives, field work assignments, and applied research problems	5	2.8
7. choice of approved field work assignments and applied research problems	4	2.3
0. none specified	7	4.0
Totals	177	100.1

Continuity and Sequence

The building up of program experiences gradually according to a particular emphasis existing throughout the whole program, progressing from simple to more complex concepts with the latter dependent upon what has gone before, implies a prerequisite background for courses arranged in sequence.

The Ed.S. program structure is viewed as a two-year unit beyond the baccalaureate degree. Essentially, the first year is aimed at providing a broad background of understanding of analytical tools, theoretical concepts, and institutional arrangements relevant to the professional field of education. The second year enables the student to build on the general background in those directions which hold greatest interest for him as a specialization.

Procedure typically calls for the development of a program plan for the Ed.S. work, under the guidance and supervision of a departmental adviser and a representative committee. The final plan usually must be accepted and approved by the Graduate School. The assumption implicit in this process is that the principles of continuity and sequential arrangement are applied in the development of the program plan to prepare for culminating seminars, research projects, directed experiences, and comprehensive examinations testifying to mastery of the major field of specialization.

The evidence of continuity and sequential arrangement tends to be more characteristic of the specialist programs for auxiliary school service personnel than for the other two specialist categories. For the latter, in fact, the coherence and unity intended by the application of the principles of continuity and sequence may be severely jeopardized by the discontinuous pursuit of the total program, or lost entirely because of lack of their application.

When the previous work has been taken many years ago, and the specialist program is undertaken for job-improvement and spread over an extended period of time, the courses selected may be based upon availability rather than their relationship to program planning principles characteristic of many professional training programs generally.

Relationship of Ed.S. programs to certification and professional standards

The majority of the Ed.S. programs have developed in response to emerging trends for certification as established by state boards of education and reflect the actual or anticipated standards promoted by the various professional associations. The initial impetus for the recent rapid expansion was exerted by the American Association of School Administrators (AASA) through their action requiring sixth-year graduate training for membership in the association, effective in 1964. As noted in Chapter 1, the impact spread not only to the state associations, but also, to the other professional specializations in education, traditionally guaging their professional standards for training to those for school administrators.

By 1967, the effect was apparent in the number of states, and the number of different certificates, requiring educational specialist level of training. In all, 32 states established from 1 to 8 certificates distributed as follows:[28]

Number of Certificates	Number of States
1	19
2	6
3	4
4	0
5	1
6	1
7	0
8	1
Total	32

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[28] T. A. Stinnett, A Manual on Certification Requirements for School Personnel in the United States, Washington, National Education Association, 1967 Edition.

Moreover, a new ferment of study and revision, resulting from significant impacts of the unprecedented federal school legislation 1964-1967, continues to be reflected in the statements and resolutions announced by the professional associations through their annual conventions and professionals journals. The thrust is clearly in support of the upward trend in level of professional training. Furthermore, there is a growing body of evidence suggesting that the professional associations intend to determine the content and quality of educational experiences included in these extended graduate programs. The implication is that state certification requirements should be based upon standards developed by the profession, as should the college and university professional programs of preparation. Some sentiment exists for the complete elimination of certification, except at the preliminary or probationary point of entry. Thereafter, the professional associations would like to assume responsibility for endorsements up to the final and professional level.

An example of this type of development will illustrate these points. The American Personnel and Guidance Association (APGA) published a 1967 statement on "Standards for the Preparation of Secondary School Counselors." Later the statement was amended to include "Standards for the Preparation of Elementary School Counselors."

During the 1969 annual convention of APGA, the resolutions passed reflect the current concerns of this professional body. The gist of a few resolutions bearing upon training standards follow:

1. **the headquarters office of APGA will issue, upon formal request, certificates and diplomas for counselors. The certificate relates to the one year graduate program; the diploma in professional counseling implies two years or more of graduate training. The**

formal requests are to be endorsed by the college or university department in which the applicant was trained.

2. **subsequent to April 1, 1972, endorsements of college and university departments of counselor education will be accepted only from those departments which demonstrate compliance with the spirit and intent for programs of counselor education as enunciated in the 1967 statement.**
3. **the position is taken by APGA that teaching experience is an improper pre-requisite for school certification of qualified counselors. The membership is called upon to develop alternative training plans, such as internships in guidance to replace the common teaching experience requirement. The membership is further called upon to work for the elimination of this requirement in states where it now exists. All kindred professional associations have been notified of the spirit and intent of this official position taken by APGA.**
4. **counselor education faculties are encouraged by APGA to consider the creation of local practitioner committees of qualified, practicing school and agency counselors to advise such faculties regularly about needs in the field, to offer consultation relative to preparation programs, and to participate in the practitioner training effort.**

At the state level in the same field the Michigan Association of School Counselors (MASC) is currently promoting legislative bills relating to counselor certification in the state of Michigan. Initial entry to the school counseling function would require a minimum of 12 semester hours of graduate work in the guidance and counseling field apparently taken at the fifth-year level. This position supports the notion that the profession

views work at the specialist level as job upgrading rather than job preparation for those already in the field.

The deliberations of the Spring 1969 meeting of the Michigan Education Association (MEA) Delegate Assembly provide another illustration of the same trend in the professions. Two actions taken have significance within this context; both are part of the Approved Platform:[29]

> Because of our responsibility for the improvement of the teaching profession:
>
> A. We shall seek legislation recognizing teaching as a self-governing profession through a Professional Practices Act which shall:
> 1. include provisions for preparation of teachers and standards of professional conduct, and
> 2. require certification for specialized areas: remedial, special education, guidance and counseling, student teacher supervision, and administration.
>
> B. We shall encourage professional growth through legislation which shall:
> 1. provide that a policy-making body of MEA and the teacher training institutions cooperatively develop standardized programs involving student teachers, scheduling, standards, and funding.
> 2. provide additional state aid to support in-service education for at least 5 days beyond the minimum school year.
> 3. permit tax exemptions for professional expenditures.

The enabling resolution calls for dialogue to be initiated by September 1, 1969 and mutual agreement reached by September 1, 1971 regarding such matters as student teacher content, curriculum, and certification.

The full impact of the assumption of greater responsibility by the professional associations for establishing standards, program content, and criteria for certification will not be documented for some time, and, efforts in this direction are likely to accelerate.

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[29] Michigan State University, College of Education, Newsletter, Spring, No. 4, April 18, 1969.

Dominant Ed.S. program categories and patterns

Program patterns showing three dominant emphases are developed through the educational specialist program design allowing a wide range of combinations for individualizing the outcomes. Two of the three major categories are non-subject-matter oriented; the third represents a combination drawing from both subject matter and non-subject-matter sources. Institutions may offer one, two, or all of these program categories.

One emphasis, found with the greatest frequency, related to administration, supervision, curriculum and instruction. This professional specialization may be linked to a particular level of education: elementary, secondary, community-junior college, or higher education. Moreover, it may be combined with a particular program or auxiliary service to be administered, coordinated, or supervised, as for example, guidance and counseling, cooperative education, home economics, and industrial arts. This program emphasis tends to be well-established, in point of time, in most institutions before the other specializations are introduced and for which it may serve as a prototype.

A second major emphasis, somewhat less frequently found among sixth-year specializations, prepares auxiliary school service personnel for all levels of education and a variety of school clinic-like settings and functions for school or community-wide arrangements.

The most recent major emphasis to develop in the specialist programs is offered for teacher improvement in both the teaching disciplines and the art and methodology of teaching. The combination includes not only academic subject matter fields and professional education courses, but also, such teaching fields as agriculture, business administration, cooperative education, home economics, industrial arts and others. Though this Ed.S. program emphasis is found less often than the other two, it appears to be greatly on the increase. In part, it reflects and depends upon a cooperative relationship existing between the teaching disciplines and professional education.

Common characteristics of Ed.S. program categories and patterns

Although there are exceptions, most educational specialist programs, regardless of major emphasis, are represented as based upon the same rationale and designed to fulfill the same general purposes. A pattern of organization consistent with the rationale and purposes is expected. A general assumption prevails that the specialist programs will relate to the various master's and doctor's degrees in a similar manner.

The purposes which tend to be common to the programs include: (1) to provide additional professional training, beyond the master's level, for those not intending to pursue a doctor's degree; (2) to permit experiences characterized by both additional breadth and depth against the more general master's background; (3) to include in the professional training an emphasis upon the relationship of theory to practice through integrative experiences related to developing skills, competencies, and proficiencies necessary to decision-making, or types of intervention, required of the professional practitioner; and, (4) to provide the means for compliance with certification requirements and professional standards for those to whom they apply.

The pattern of organization reflecting the distribution into certain divisions of the total program prevails, regardless of program category. Typically these include: basic or foundation courses, a major field of concentration, a subordinate field of emphasis related to it, a cognate choice outside the area of concentration, and approved electives. In this distribution, practitioner experiences tend to add to the major field of concentration as seminars, practicums, internships, and applied research.

The relationship to the various master's and doctor's degrees is similar for all program categories as determined by the institution in which they are offered. One of three relationships prevails: (1) the Ed.S. program has an intermediate relationship between the master's and doctor's degrees; (2) the Ed.S. program is terminal beyond the master's degree; or, (3) the Ed.S. represents an alternative choice beyond the master's degree, between the Ed.S. and the doctor's degree. The latter relationship is found most frequently at the present time. It represents a terminal relationship for most students undertaking Ed.S. programs. However, the continuation to the doctor's degree is not precluded at a later date. In no case is the Ed.S. considered prerequisite to the doctor's degree nor is it considered the usual or recommended route to the doctor's degree.

Distinguishing features of Ed.S. program categories and patterns

The three major Ed.S. programs are distinguished largely by the disciplines from which they draw for the foundations of their professional specialization and by their distinctive kinds of practice experiences.

The specialist program for administration, supervision, curriculum, and instruction draws heavily upon the non-academic disciplines of business, education, and the social sciences to deal with a whole array of central issues and matters of professional concern. These include such areas as budgeting, finance, tax law, community and school relations, curriculum development and revision, human relations and intercultural education, labor negotiations and arbitration, school planning and design, staffing and personnel, and many others.

Practitioner experiences consist of seminars relating to current issues and problems in the field and at the level of education which engages the student. The practicums and internships place the student in the actual setting in which these professional functions are carried out. The applied research typically consists of a field investigation or project which may be related to the practicum or internship or may be carried out independent of it. All of the practitioner experiences tend to be subjected to periodic supervision and evaluation.

The specialist program for auxiliary school service personnel draws its foundation from the non-academic disciplines of education and the social sciences in an inter-disciplinary approach. The content varies with the special service and the educational level to which it will be applied. For such areas as school psychology, guidance and counseling, the following might be included: psychology and growth of the normal child and of the exceptional child, psychology of learning, diagnosis of learning difficulties, individual analysis, techniques of working with groups, tests and measurements, career patterns, and education, social and occupational information.

The practice experiences are typically more extensive for school service personnel than for other types of specialists. Practicums and internship experiences in the actual setting tend to move the specialist gradually through stages of a school and clinic-type training. Supervision and direction decreases; means of self-evaluation of professional growth remain through use of tapes and recordings.

Applied research relates directly to the particular school service involved, and may emanate from the practicum and internship experiences or be independent of them.

The teaching specialist option of the Ed.S. programs, in contrast to

the other two, is distinguished by the fact that it draws its foundation, in about equal parts, from the teaching fields and from professional education. The teaching fields include both the traditional academic fields, and the special teaching areas, such as agriculture, business, home economics, industrial arts, and health and physical education. The professional education courses are directed largely to the development of the art and methodology of teaching.

Accordingly, practice experiences specifically relate to the teaching of certain subject matter fields at particular levels of education. Through seminars, practicums and/or directed teaching experiences, periodic supervision and evaluation of professional growth are provided. The precedent of salaried positions associated with the Master of Arts in Teaching has not carried over for its practice training implications for Teaching Specialists.

The applied research is also directed toward the teaching discipline and the level, as an outgrowth of job-related experiences, or independent of it.

Comparisons among types of Ed.S. programs

Common characteristics and distinctive features have been described for the dominant categories of specialist programs. Closer scrutiny of all aspects of Ed.S. program patterns, however, reveal other dimensions and notable exceptions in the content and level at which the programs are carried forward beyond the baccalaureate degree. Attention to prevailing practices and composite profiles may tend to obscure some of the differences.

Variations in this regard may be seen in greater detail in the illustrative comprehensive specialist program types described in Chapter 5. The

following exceptions suggest that widely varying views are held regarding the meaning and purpose of the specialist programs and, in particular, their place in the structure of professional specializations; the accuracy of calling all programs sixth-year graduate programs may also be open to question:

1. the program is essentially an extended master's degree program in the same field of specialization and involving the same level of courses.
2. the program represents a second master's degree program in a different field of specialization but involving the same level of courses as the first master's degree program.
3. related to 1 and 2 above, and in part a result of them, the program may consist of a significant proportion of upper-division undergraduate courses.
4. specific formal courses required for certification tend to be a controlling influence in some terminal specialist programs, allowing limited choices, if any.
5. the program represents the intermediate point between the master's degree and the doctor's degree and qualified candidates are expected to continue to the next step.
6. an emphasis is placed on job-related practice and integrative experiences which are sequentially arranged to prepare for the culminating comprehensive examinations, internship experiences, and applied research as evidences of mastery of the professional field.
7. research requirements are specified at neither the master's degree level nor in the sixth-year program.
8. practicums, internships or other job-related practice are not included at either the fifth- or sixth-year levels.
9. integrative experiences such as seminars, field work, comprehensive examinations, and applied research are not included at either level of

the graduate program.

10. progressive sequential arrangement usually implied in professional programs of training may be missing because there is no gradual build-up in complexity to culminating experiences to demonstrate professional mastery, or, because pursuit of the program is more often discontinuous than not.
11. relationship to various other master's and doctor's degrees varies from that of most other specialist programs.
12. the emphasis on breadth and flexibility may be an illusion, not only because of limited options, but also, because of relatively narrow course offerings for allied fields, approved electives, and cognate choices.

CHAPTER 4

CHARACTERISTICS OF OTHER SIXTH-YEAR GRADUATE PROGRAMS AND COMPARISON WITH EDUCATIONAL SPECIALIST PROGRAMS

This chapter reports specific policies, practices, and requirements for other sixth-year graduate programs based upon 137 professional specialist programs and 12 intermediate degree programs in 82 institutions. It should be noted that the 12 intermediate degrees apply to several hundred fields, depending upon the number of disciplines in which the Doctor of Philosophy is offered in each of the 12 institutions. This discussion and comparison includes: (a) criteria for admission; (b) purposes; (c) sequence; (d) emphasis, structure, and content; (e) requirements; and, (f) relationships to other degrees. Tables 10 through 34 to which references are made may be found in Appendix 2.

Admission Criteria

Degrees. (Table 10) Professional specialization programs are equally divided between those requiring the baccalaureate degree with no single specified major field (43.8 percent) and those requiring the baccalaureate degree in a specified major field with distribution of credits related to the requested graduate program (43.8 percent). The former applies to programs for which a broad background of preparation is preferred, as in Social Work, or to programs which can make use of a variety of specific backgrounds, as in City and Regional Planning. The latter applies to programs whose structure and sequence requires specified basic and foundation courses at the undergraduate level. A few professional degree programs represent exceptions, such as the Engineer program, requiring the master's degree for admission, and some Master of Architecture programs arranged in two three-year blocks.

Intermediate degree programs, such as Master of Philosophy and Candidate in Philosophy, require the master's degree in a specified discipline with the distribution of credits related to the requested graduate program (91.7 percent). Exceptions are represented by the Yale type of Master of Philosophy program and the Master of Arts in College Teaching. Both of these programs are based on the undergraduate work and require the baccalaureate degree in a specified major field with the credit distribution related to the requested graduate program.

Grade Average. (Table 11) Almost one-half of the professional specialization programs (46 percent) require a "B" average in undergraduate work or certain aspects of it. More than one-fourth of the programs (27.7 percent) specify scholarship eligibility only in general terms such as "superior" or "outstanding". About one-fifth of the programs (21.2 percent) allow admission with an average between 2.5 and 3.0 on a 4.0 scale.

More than one-half of the intermediate degree programs (58.3 percent) require a "B" average in graduate level work for admission. One-fourth (25 percent) specify an average higher than "B". Only one program permits admission with an average between 2.5 and 3.0 in a 4.0 scale for graduate work completed. Another program specifies scholarship requirements only in the general terms of "outstanding" or "superior".

Examinations. (Table 12) The most prevalent practice for professional specialization programs is to require no admission examinations (40.9 percent). Programs which do require these test data for the admission decision tend to rely on the general aptitude tests, such as the Miller Analogies Test and the Graduate Record Examination (37.2 percent). More specialized tests, such as the advanced test for Graduate Study in Business may be required where appropriate to a particular field (13.1 percent).

About two-fifths of the intermediate degree programs (41.7 percent) require one of the general aptitude tests for admission. Most of the others may recommend or request if additional data are needed for the admission decision.

References and Interviews. (Table 13) References from academic personnel in a position to judge the scholastic qualifications of an applicant and his potential for advanced work in his field are almost uniformly requested. For professional specialization programs, the references may be combined with personal interviews (36.5 percent) and with auditions and presentations of samples of work related to the special field (40.1 percent).

No additional personal data are routinely requested for the intermediate degree programs unless needed to make the admission decision.

Experience. (Table 14). About one-third of the professional specialization programs (33.6 percent) seek evidence of extra curricular and leadership experiences related by the applicant.

No standard expectation for experience exists for the intermediate degree programs, in part due to the wide diversity of the fields involved.

Transfer Credits Accepted. (Table 15) More than three-fifths of the programs of professional specialization (64.2 percent) allow approximately 6 semester hours of transfer credit to apply toward the fifth-year of the graduate program.

Intermediate degree programs are equally divided between allowing only the equivalency of the master's degree (50 percent) and allowing the equivalency of the master's degree plus 6 semester hours (50 percent) to apply toward the sixth-year graduate program.

Summary. This analysis shows that admission criteria for professional specialization programs share much more in common with those for the educational specialist programs (Chapter 3) than with those for the intermediate degree programs. All three differ, however, in the point of admission to the programs which eventually culminate in the awarding of a degree at the conclusion of the sixth-year.

Professional specialization programs typically begin beyond the baccalaureate degree and extend for a two-year period. The educational specialist program begins beyond the master's degree and extends for another year continuing to build on the specialization of the fifth-year. Those who ultimately receive the intermediate degree are admitted to the Doctor of Philosophy degree program either beyond the baccalaureate degree (Yale: Master of Philosophy) or beyond the master's degree (candidate in Philosophy).

Intermediate degree programs are almost exclusively concerned with past scholastic achievement and evidences of promise of distinguished work at the advanced levels of the academic disciplines in the Doctor of Philosophy programs. By comparison, the professional specializations and educational specialist programs (Chapter 3) seek a much broader pattern of specific attributes in addition to past academic achievement and potential for advanced graduate level work. Greater emphasis is placed on personal interviews and employment evaluations to secure evidences of particular interests, special skills, aptitudes and competencies, extracurricular activities, leadership and professional employment experiences, and suitable personality characteristics. The overall pattern of attributes varies according to the needs and demands of the various professional fields in their application of theory to practice.

Program Purposes and Requirements

Program Purposes (Table 16) Professional specialization programs place primary emphasis on the development of professional competencies and job-related skills and on the relationship of theory to practice and performance in the various fields. About three-fourths of the programs (77.4 percent) are also designed in compliance with requirements of professional accrediting bodies and professional associations.

Emphasis on the pursuit of academic disciplines to advanced levels represents the pre-eminent purpose underlying the intermediate degree programs. Subsidiary purposes depend upon individual interests and needs and upon the nature of the Doctor of Philosophy program to which the intermediate degree is attached.

Program and Degree Sequence. (Tables 17 and 18) Professional specialization programs usually pursue sequences which are parallel to those leading to other advanced degrees (70.8 percnet). Almost one-fourth, however, are on the same track as the Doctor of Philosophy degree program in the same field (23.4 percent). Programs are considered terminal either because no higher program exists for this field (38 percent) or because a choice has been made for the sequence leading to the terminal degree instead of for the sequence leading to the doctorate degree (46 percent).

Intermediate degree programs follow the same sequence of courses and requirements, except for the research and dissertation, which leads to the Doctor of Philosophy degree. The awarding of the intermediate degree, in fact, signifies eligibility to continue in pursuit of the Doctor of Philosophy degree within stipulated calendar limits.

Program Emphasis and Content (Table 19) Programs of professional specialization consist of a comprehensive interdisciplinary or interdepartmental array of articulated courses drawn from disciplines representing the foundation disciplines for the professional field.

Intermediate degree programs concentrate on courses at advanced levels of academic disciplines.

Job-related Practice. (Table 20) More than three-fourths of the professional specialization fields (77.3 percent) specify an emphasis on some type of job-related experience in which the professional competencies and skills can be developed under periodic supervision in fulfillment of one of the primary purposes of the program. The types of practice reflect the diversity of fields in which the student typically has had no prior job experience.

Seminar Emphasis. (Table 21) The seminar emphasis in specialized professional fields relates to current literature, problems, and concerns of the professional field (93.4 percent).

Seminars in intermediate degree programs are found in the academic disciplines which represent the special emphasis of these programs.

Research, Papers, Analytic Reports (Table 22) Analysis of current problems in the field and related research papers represent an emphasis in more than 9 out of 10 of the specialized professional programs (92.5 percent). A wide variety of approaches is employed depending upon suitability to the particular professional field.

Intermediate degree programs emphasize the traditional research investigation and thesis related to the academic disciplines.

Final Comprehensive Evaluation. (Table 23) About two-thirds of the professional specializations (65.6 percent) emphasize a final comprehensive evaluation to demonstrate mastery of the field. Practice is divided between written or oral examinations (32.8 percent) and a performance, production, or exhibition and related papers (32.8 percent).

Intermediate degree programs emphasize either comprehensive examinations over the major academic discipline (66.6 percent) or over both the major and minor academic disciplines (33.3 percent).

Requirements and Individual Adaptation. (Tables 24 through 28) Programs of professional specialization tend to be the least flexible of the sixth-year graduate programs (Table 24). In more than one-third of the programs (38.1 percent), all requirements are rigidly prescribed with no allowance for choice. Approximately another one-fourth of the programs (24.1 percent) prescribe specific courses and experiences, except for 12 semester hours of approved electives. A somewhat smaller proportion (16.1 percent) describe the requirements in broad general terms which conform to a specified pattern of distribution and permit approximately 12 semester hours of approved electives.

Intermediate degree programs, in contrast, tend to be most flexible and adaptable to individual interests and needs (Table 24). More than one-half of the programs define only the broad and general pattern of distribution, allowing about 12 semester hours of approved electives (58.3 percent). By implication, the remainder of the programs suggest minimal restrictions on individual choice of courses within the framework of the advanced levels of the academic discipline emphasis.

Basic foundation or core courses required of all in the various professional specializations range from 10 percent to 50 percent of the total program (Table 25). The range can be attributed to the wide diversity of fields and to the fact that foundation courses for some specialties are completed at earlier levels. Requiring the Bachelor of Fine Arts for admission to the Master of Fine Arts program in the same area of concentration, for example, assures that the foundation courses basic to advanced work have been completed. On the other hand, essential basic courses for social work practice, city and regional planning, and other fields drawing on broad and varied backgrounds cannot be assumed from the undergraduate programs. The major field of concentration for the professional specializations tends to consist of a broad comprehensive interdisciplinary or interdepartmental array of articulated courses (Table 26). The wide range of practices in requiring minimums of approximately one-third (20 semester hours) to two-thirds (48 semester hours) reflects differences in the definition of a field of specialization. The diversity may also indicate how flexible the programs are in providing choices regarding the design of the major concentration. The typical practice requires about one-half of the total program (30 semester hours) for the major field (48.2 percent). The value of a subordinate emphasis, in areas to which some relationship to the major field is assumed is reflected in a wide variety of practices (Table 27). The majority of professional specializations permit approved electives (Table 28) ranging from 3 to 16 semester hours with more than one-half (54 percent) clustering between 6 and 12 semester hours. In the overall program pattern, lower major field requirements tend to be accompanied by higher cognate and higher approved elective credits.

Specific foundation courses are not stipulated for intermediate degree programs (Table 25). Evaluation of previous course work in the requested academic discipline takes place at the point of admission to the master's or sixth-year level. The program pattern consists of major, minor, and approved electives. Academic majors range from 20 semester hours to 48 or more semester hours although about two-fifths of the programs (41.7 percent) do not specify any minimum requirement (Table 26). One-half of the programs (50 percent) do not specify a minimum requirement for a minor or cognate field (Table 27). More than one-half of the programs (58.3 percent) do not stipulate any specific requirement for approved electives (Table 28). The absence of minimum requirements in each of these areas stems from the emphasis upon designing the programs according to individual needs and interests rather than upon prescribed formulas of specific courses and credits.

Proficiencies Required. (Table 29) Professional specialization programs typically require a demonstrated proficiency in at least one research tool as evidenced by proficiency examinations, course work, or other experiences required (87.6 percent).

Intermediate degree programs require foreign language proficiency, allowing options related to the number of languages and the levels of proficiency to be demonstrated by examination (75 percent).

Level of Graduate Work. (Table 30) Professional specialization programs, though combining upper division and fifth-year graduate level courses, consist predominantly of the latter (92.7 percent). This characteristic would be expected, in part, because of the broad and varied backgrounds considered appropriate for admission to many of these programs, and, it is also due to the interdisciplinary array of courses which makes up the curriculums.

Intermediate degree programs consist of advanced graduate work in academic disciplines combining courses at the fifth-and sixth-year levels.

Other Degree Requirements. (Tables 31-32-33) The prevailing practice (80.3 percent) regarding scholarship standards requires a "B" average for all work taken for professional specialization. Intermediate degree programs require a "B" average (58.3 percent) or higher (41.6 percent) in all graduate work taken toward completion of the program.

. Both professional specialization programs (93.4 percent) and intermediate degree programs (100 percent) require one academic year of residence requirements under conditions of carrying a full-credit load as defined by the institution. (Table 32)

Professional specialization programs tend not to establish calendar limits (Table 33) for completion of the programs (92.7 percent). This failure to establish calendar limits probably reflects no need to do so. The assumption may be that the student will be in continuous full-time attendance from the time he initiated the program. He may be required to do so, not by residence requirement or calendar limits, but by the structure and sequential arrangement of the program experiences.

Intermediate degree programs require completion (Table 33) within a maximum of 6 years (41.7 percent), of 7 years (33.3 percent), or of 5 years (25 percent) from the time of admission to the program.

Relationship to Other Degrees. (Table 34) Professional specialization programs serve for the most part, a terminal professional degree function usually in two stages of 4-2 years. The Bachelor of Arts degree or the Bachelor of Science degree in a professional field or basic academic area is followed by a two-year program culminating in a professional master's degree. The terminal Engineer degree requires three stages of 4-1-1 years.

The Bachelor of Science degree in Engineering is followed by the Master of Science degree in Engineering in the fifth-year. The professional Engineer degree is completed at the conclusion of the sixth-year. In some instances the Master of Architecture degree program is found in two stages of 3-3 years instead of 4-2 or 4-1-1 years. Highly qualified specialists who have graduated from the sixth-year terminal professional programs may advance to the next higher level of professional program in some fields. The Master of Social Work degree, for example, may be followed either by a professional Doctor of Social Work degree with practitioner emphasis or with a Doctor of Philosophy degree in Social Work with a professional research emphasis.

The intermediate degree serves the function of a general academic degree midway between the general academic master's degree and the Doctor of Philosophy degree completed in three stages of 4-1-1 years. For the Yale type of Master of Philosophy degree programs and for the Candidate in Philosophy, the most distinguishing feature stems from the fact that all students are enrolled in the Doctor of Philosophy degree program during the sixth-year. Students are not admitted for the Master of Philosophy or Candidate in Philosophy. Rather, they elect to accept this intermediate degree at the point where all requirements for the Doctor of Philosophy degree, except the research and dissertation, have been completed. Having been declared eligible to continue to the highest degree, holders of intermediate degrees may elect to do so within stipulated calendar limits.

Summary. The analysis of program purposes, content, and requirements illustrates, even more clearly than admission criteria, that more characteristics are shared in common by professional specialists programs and those of the educational specialist (Chapter 3) than is the case for the intermediate degrees. The similarities would be even more pronounced if the teaching specialist with its academic emphasis, were excluded and if the internship and practitioner experiences which follow the sixth-year in some professional M.B.A., Engineer, Architecture and City Planning programs were included. Specialist programs, in general, tend to reflect similar concerns as to professional practitioner needs in a wide variety of fields. They also share some agreement as to the rationale supporting the most distinctive features of the programs, as follows:

1. The primary purpose is to develop professional competencies and job-related skills in the process of relating theory to practice.
2. Programs are planned and developed in compliance with professional standards established by accrediting bodies and professional associations.
3. The structure and sequence of the specialist programs, usually on a parallel track to other advanced degree programs, are designed to lead to a terminal degree at the conclusion of the sixth-year.
4. The programs consist of broad interdisciplinary or interdepartmental arrays of articulated courses drawn from the foundation disciplines related to the professional fields.
5. Job-related practice in a variety of clinic and practitioner type arrangements under periodic supervision relate to the fundamental purpose of specialist programs.
6. Professional seminars provide important integrative experience for the analysis and study of current problems in the field.
7. Research papers represent the culmination of field studies and investigations.
8. Mastery of the professional field is determined by some type of

final comprehensive examination.

9. The research tools recommended are related to field investigation, interpretation, and evaluation.
10. Recommendations for foreign language proficiencies are not made except under unusual circumstances.
11. The more the specialist program is directed toward specific jobs in the profession, the more prescribed the program content tends to be.
12. The program planning principles of breadth, depth, sequential arrangement, and integrative experiences are evident in the specialist program patterns.

In contrast to these many similarities, intermediate degree programs clearly show that they are designed with quite different purposes in mind. The program pattern, therefore, involves different emphases, content and anticipated outcomes which should not be confused with those of specialist programs simply because all culminate in a degree at the conclusion of the sixth-year.

CHAPTER 5

ILLUSTRATIVE EDUCATIONAL SPECIALIST PROGRAMS

Specific characteristics of sixteen programs offered by fifteen institutions are presented to show the range and diversity in educational specialist programs.

Institution A. Most institutions have both the master's and doctor's degree programs in the same areas in which the educational specialist program is offered. Institution A represents an exception in offering the sixth year as the highest level of graduate study. Two different categories of specialist programs require courses directly linked to credentials requirements in designated services, as defined by the state board of education.

At the master's level, some approved upper-division undergraduate courses are permitted in the major concentration. In the sixth year program, all courses must be at the graduate level.

Job-related practice is stipulated for supervision and for pupil personnel services but not for administration and curriculum.

The research requirement consists of a thesis at the master's level, and either a course in evaluation of instructional programs or a seminar in educational research with related papers in the sixth year.

Institution B. An extended Master of Education degree program is offered in fields related to two of the specialist categories. The fifth year program, the professional Master of Arts or Master of Science in Education, allows 8 to 12 semester hours (of 30) of upper division undergraduate courses, depending upon the selection of a thesis or non-thesis option.

The sixth year Advanced Master of Education in the same professional field is restricted to the 500 level of course work.

Job-related practice, a professional seminar, and research with thesis are required in either the first or second master's degree program but not in both.

Institution C. The advanced certificate programs represent a continuation of the Master of Education course work for all three specialist categories. Applicants are eligible to enter either the fifth year or sixth year level with a 3.5 cumulative grade point on a 5.0 scale. This approximately "C+" average compares with the requirement of a "B" average for admission in most other institutions.

Approximately one-half of the total course work may be selected from upper division undergraduate courses.

The absence of professional seminars, job-related practice experiences and applied research requirements distinguishes this terminal certificate program from most other graduate specialist programs for educational personnel.

Institution D. The advanced graduate specialist diploma programs in all three major categories permit a number of options. At least one-half of the courses in the two year program are required to be at the 200 (graduate) level. The remainder may be selected from the 100 level course numbers, which do not receive credit toward a graduate degree, but are acceptable for a terminal professional diploma program.

The program emphasis is on skills and competencies related to professional practice through seminars and some type of directed professional experience.

No specific research requirement is included except familiarity with significant research in the major area and its interpretation.

Institution E. The certificate programs in the three specialist areas emphasize professional competencies. Job-related practice is provided only in guidance and counseling and in school psychology as part of the major field and to balance theoretical foundations with applied experience. A proseminar or thesis option must be exercised in the Master of Education program at the fifth year level.

Several years of successful teaching or administrative experience are required for admission to the sixth year program consisting entirely of formal course work.

The professional competency certificate attests to completion of prescribed courses in each area.

Institution F. The entire two year program for the six year certificate in administration, supervision, curriculum, and instruction is drawn from upper-division undergraduate courses available to both undergraduates and graduates. The program purpose is defined as providing advanced professional training under the guidelines of AASA and NCATE to prepare for the specific positions of principalships and superintendencies.

An option between field experience with related paper and research is available in the sixth year in addition to a required professional seminar in educational administration.

Institution G. Specialist programs in two of the major categories are degree programs and require that all courses be selected from the 100 level or above necessary for advanced degrees.

Program outlines and content show the typical emphasis on job-related experiences through proseminars, directed professional experiences, and applied research.

Although a "B" average represents the requirement for admission to specialist programs in most institutions, Institution G accepts a minimum 2.5 grade point on a 4.0 scale, or "C+", for admission to either the fifth or sixth year levels of graduate work.

Institution H. The specialist degree programs in the three major areas represents a university-wide effort involving all the colleges and departments offering the Master of Arts and doctoral degrees. In a wider diversity of programs than usually found, the College of Education sponsors the offerings jointly with the teaching disciplines. These extensive programs are related to state certification requirements for professional six-year certificates in all fields.

Job-related practice varies according to the field though typically it extends over the entire sixth year in the form of seminars, practicums, internships, or directed experiences.

Research and thesis requirements are stipulated only at the fifth year or master's degree level.

Institution I. In contrast to Institution H, the university-wide specialist program for Institution I is not offered jointly by the College of Education and the other colleges and departments of the institution. Instead, two specialist categories are administered by the College of Education (I^1). The third program for teaching specialists (I^2) is offered in the teaching fields by all colleges and departments having a doctoral program.

The specialist programs, I^1, offered by the College of Education are viewed as terminal and not representing the usual route to the Ed.D. degree.

The teaching specialist programs, I^2, are viewed as intermediate between the Master of Arts and Ph.D. degree programs. All course work taken at the specialist level, except two courses required in higher education, apply toward the Ph.D. degree for qualified students.

These program developments have been influenced by state certification requirements for Class AA Professional Certificates requiring 30 semester hours beyond the master's degree in an approved program in all fields.

Unlike most institutions the specialist program is also offered in other professional fields such as Business Administration and Engineering.

Institution J. Admission requirements, scholarship standards, and the overall design of the educational specialist and Ed.D. programs in the three major categories are very similar including preliminary qualifying examinations, a research proposal, an advanced project, and an internship requirement.

In most institutions, the Ed.S. programs represent an alternative choice between the Ed.S. and the Ed.D. and the choice must be made by the conclusion of the fifth year or master's degree program. In the case of institution J, however, the commitment must be made no later than during the first 12 semester hours of the sixth year program. The decision is not irreversible for qualified specialists who wish to continue at a later time.

Institution K. The specialist degree programs in the three major categories are offered in all of the schools of the college. The programs require that 50 percent of the last 60 semester hours must be at the 300 level of graduate work or above. The remaining 50 percent can be selected from the 200 level available to undergraduates for undergraduate credit and to graduates for graduate credit.

Although viewed essentially as terminal professional programs, about 2/3 of the Ed.S. program applies toward the Ed.D. should a qualified specialist decide to continue to the advanced degree at a later time.

Job-related practice experience is emphasized through a proseminar and a practicum, consisting of a project or supervised professional activity.

An interdisciplinary research course is required in the core; there is an option in the practicum for a paper.

Institution L. The Certificate of Advanced Study (CAS) in the three specialist categories represents a departure from similar programs requiring professional experience before matriculation. Institution L stipulates that 3 years of professional experience must be completed before the Certificate of Advanced Study can be granted. These specialist programs serve a job-upgrading function in the professional field in which 3 years of experience has been accumulated.

Practicums and internships for school administration and guidance and counseling are available but not required.

A final integrative experience may take the form of a thesis, research reports, or seminar depending upon appropriateness to the particular professional field of specialization.

Institution M. In contrast to institution L, the Certificate of Advanced Study (CAS) in comparable specialist categories, is not viewed necessarily as the culmination of a terminal professional program. Rather, these programs, at institution M, are described as sequentially related and intermediate between the master's and the Ed.D. degree programs.

Admission to the sixth year level program requires a 3.25 grade point average, on a 4.0 scale, for all graduate courses leading to the CAS program desired. Qualified students completing the CAS are expected to continue to the next higher professional level, the Ed.D.

Job-related experiences, in the form of proseminars, practicums, internships or directed experiences, and a significant research study, field study or thesis constitute an important emphasis.

Institution N. The diploma program of advanced study (DAS) represents the intermediate point between the master's degree and the Ed.D. In each of the specialist categories, the work must be organized in such a way that the program of study exactly parallels that for the Ed.D. for the first 60 semester hours. Some of the specialists who qualify are expected to continue to the next higher professional degree, the Ed.D.

Job-related experiences include proseminars and either supervised practice or field study practicums for variable credit. The choice is determined by appropriateness for the particular professional field.

The research and thesis option at the master's level must be selected by those planning to continue to the Ed.D. In addition, papers related to practicums in the sixth year are required.

SUMMARY

The variations noted in this sample of illustrative educational specialist programs show the difficulty of generalizing about sixth-year graduate programs for educational personnel. Differing philosophical views as to the nature and purpose of the specialist programs are reflected in the diversity of approaches to the policies and practices in their implementation.

CHAPTER 6

CURRENT DIMENSIONS, VARIABLES, STRENGTHS, INCONSISTENCIES AND RECOMMENDATIONS FOR PROGRAM EVALUATION AND REFORM

The demand for teachers, auxiliary school service personnel, and other officials with specialized competencies grows with the increasing size and complexity of the education enterprise. Curriculum consultants, subject-matter specialists, resource persons, guidance and counseling workers, school administrators, school librarians, instructional materials experts, and other special consultants and supervisors are needed in increasing numbers in our school systems. The holders of such positions must have more specialized training than can usually be provided within the framework of the master's degree. Programs of study can be designed to meet the needs of personnel in education who wish to pursue systematic study beyond the master's degree as prescribed by the various areas of professional specialization.

Employment and compensation practices show that school districts establishing salary differentials for teaching specialists at the master's, Ed.S., and Ed.D stages also require post-master's training for other specialized personnel with the same differential salary levels.[30] The inclusion in the salary schedules representing acceptable compensation for all three specialist categories serves, therefore, as an incentive to professional growth, and as a means of meeting the needs for qualified personnel.

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[30] Richard S. Dunlop, "Employment and Compensation Practices for Counselors", The Personnel and Guidance Journal, 47, Number 10, June 1969, 944-950.

Chapter 1 of this study describes the factors contributing to the development of sixth-year graduate programs with a special focus on programs for specialized educational personnel. An interest in this rapidly expanding level of programs and the absence of published materials reporting the current status of such programs, and the policies and practices permitting their evaluation, prompted this investigation.

Chapter 2 presents the rationale and organization of the present study.

Chapter 3 compares and examines those features of the educational specialist programs which reveal specific policies, practices, and requirements characteristic of three categories of programs. Relationships to other degree programs and the application of program planning principles to the development and rationale for program design, distributions, and requirements of specialist programs are considered.

Chapter 4 describes the distinguishing characteristics of other professional specializations and intermediate degree programs for purposes of comparison with educational specialist programs.

Chapter 5 illustrates the range and diversity of educational specialist programs offered by several institutions.

This final chapter reports conclusions drawn from the analysis of the data with regard to: (1) the current dimensions of typical Ed.S. programs; (2) factors which tend to represent variables in relation to program characteristics; (3) major strengths of Ed.S. programs; (4) the most apparent ambiguities and inconsistencies posing a dilemma to any significant degree of unanimity in thinking about Ed.S. programs; and (5) guiding principles for the evaluation of existing Ed.S. programs or for the inauguration of new ones.

Current dimensions of typical Ed.S. programs

Tabulations and comparisons of existing sixth-year programs reveal that certain distinctive features, with varying degrees of emphasis, are generally associated with the typical Ed.S. programs. The following characterics are usually found:

1. The program is primarily a terminal professional program, not designed to lead to the doctor's degree, though admission to the latter program is not precluded for those qualifying;
2. A wide range of areas in education are included: administration, supervision, curriculum, and instruction; auxiliary school service personnel; and teaching specialists, consultants and resource agents;
3. Importance is attached to flexibility in planning with advisory help to meet student needs because of the wide diversity of specialization fields;
4. The program is viewed as a two-year unit beyond the baccalaureate degree, involving approximately 60 semester hours, or equivalent;
5. Mastery of professional skills and competencies represents a central purpose whether related to administering, supervising, coordinating, teaching, or counseling;
6. Programs reflect the need for compliance with certification or professional standards;
7. No foreign language proficiencies are required; other tools, such as statistics or minimal research and evaluation skills are included;
8. Breadth and depth are reflected in the characteristics of the program, with some interplay of the two in integrative experiences;
9. The field of specialization carries a broader connotation than the usual academic or departmental emphasis, and, included the integrative practitioner and laboratory-type experiences, related to the specialization;

10. Related, supporting and/or cognate fields are included to emphasize the importance of broad insights contributed by other fields in the same general area, and by articulated fields in areas outside the field of specialization;
11. Seminars, practicums, internships and other types of job-related laboratory experiences are provided as an integral part of the program to relate theory to practice;
12. The writing requirement is usually in the form of a thesis, field study, or project related to the field of specialization;
13. Evidence of mastery over the major field of specialization is required by means of comprehensive examinations, written or oral, or both;
14. Scholarship requirements are essentially the same for admission and completion of the specialist programs, as for admission and completion of the master's degree programs.

Program variables

Certain factors, often interrelated, tend to be associated with variations in program characteristics, or with the degree of emphasis assigned to a particular feature shared commonly with other Ed.S. programs. The variables noted as being accompanied by differences in emphasis, content, or requirements include the following:

1. recency of the program: programs initiated within the last 10 years tend to have different characteristics than programs established for longer periods of time. The former place greater emphasis on job-related practice and a writing requirement associated with applied research in the professional field. Older programs are more likely to consist of formal course work beyond the master's degree. This

circumstance may be attributed to increased demands for time, personnel, and resources leading to retrenchment and elimination of all except the least time-consuming aspects of the program.

2. program titles: specialist programs culminating in a degree tend to require higher level courses than those typically granting a certificate or other award.
3. level of training: three levels of training represent variables; one culminates in advanced graduate courses; a second culminates in graduate courses; and a third permits a high proportion of upper-division undergraduate courses at both the master's and specialist levels.
4. certification and professional standards: the emphasis on certification requirements over professional standards or vice versa tends to be reflected by different program characteristics.
5. range of course offerings: limited course offerings in the various professional fields tend to be associated with greater prescription; a wide range of course offerings is accompanied by more choices and opportunities for meeting individual needs.
6. practitioner emphasis and orientation: program characteristics vary according to the emphasis placed on job-related practice and the particular orientation adopted: (a) should it be completed before admission to the program? (b) should it be concurrent with the rest of the program? (c) should it represent a culminating experience toward the end?, or, (d) should it take place subsequent to the completion of other aspects of the program?

7. emphasis on job-upgrading or job preparation: the job-related practice emphasis and practitioner orientation will be dependent upon whether the available resources require an emphasis on job-upgrading or job-preparation.
8. relationship to other master's and doctor's degrees: characteristics of programs will differ according to whether the Ed.S. program is viewed as a terminal professional degree beyond the master's, or as an intermediate professional degree between the master's degree and the Ed.D. degree.
9. subject-matter or non-subject matter emphasis: characteristics of the specialist programs may vary according to the relationship between the teaching disciplines and professional education, and according to whether status implications are involved.
10. attitudes toward program: positive or negative attitudes toward the value, uses of, and support for the Ed.S. programs within the academic community are bound to be reflected in the characteristics of the program. Acceptance of the need for this level and type of professional training is indispensable to its growth and vitality. Lack of acceptance tends to be reflected in minimal support and possible gradual deterioration of the programs.

Major strengths in support of Ed.S. programs

Analysis of educational specialist programs reveals the major strengths and support for Ed.S. programs to be associated with the following:

1. most of the specialist programs are located in the universities, both public and private, where the best resources should be available for their development. Financial support, personnel and staff, physical facilities, library holdings, strong master's and doctor's programs,

peripheral offerings in related and supporting disciplines, and wide contacts for field and directed practice experiences -- all combine to represent the prerequisites for developing programs of quality once it has been determined that there is a demonstrated need and a desire to be responsive to it;

2. the greater emphasis on relating theory and practice in the pursuit of the competencies and skills as required by the practitioner in administration, supervision, counseling and teaching represents a unique feature of professional specialist programs;
3. needs of students require that opportunities be made available for them to advance beyond the master's degree in systematic terminal professional programs, short of the doctor's degree, without precluding a change of objective to that higher degree, at a later date, for those who may qualify;
4. needs of complex and expanding public school systems demand a wide range of professional personnel with specialist training beyond the master's degree;
5. development of new job descriptions and salary schedules give legitimacy to the professional training at the specialist level and serve as an incentive for advancement through the career stages;
6. federal assistance through financial grants for specialist levels of training under the U.S. Office of Education, Education Professions Development Act of 1967, Title V, Part E, first funded 1968-69, provides national recognition which should strengthen the Ed.S. programs.

Inconsistencies apparent in Ed.S. programs

As suggested by the number of variables related to differences in program characteristics, there are inconsistencies, ambiguities, and paradoxes which tend to indicate a lack of clarity and agreement on essential aspects related to Ed.S. programs. As a result, experience does not always coincide with expectations or with commonly accepted descriptions and definitions, a circumstance which can lead to lack of acceptance in the academic community, and a possible deterioration and phasing out of the program. In order to build upon the major sources of strength and support available to Ed.S. programs, those contradictions which serve to confuse thinking about the specialist programs with any significant degree of unanimity, need to be resolved.

Among the most apparent are those which fall in the following areas and which raise questions in need of careful review in the process of evaluation for the purpose of improving the quality of the professional training experiences offered under the Ed.S. programs:

1. program titles: programs beyond the master's degree, represented as providing further professional specialization are offered under 22 different titles, often revealing the value placed on the programs and the extent to which they have been accepted in the academic community in relation to other programs. At the end of the sixth-year all, regardless of title, are reported as having completed sixth-year graduate programs in or related to education. Yet, not all have received a comparable quality of experience and training even in the same fields.

Those described as extended master's or certificate programs tend to provide training at the same level or with the same emphasis as those culminating in the Ed.S. degree. Reluctance to bestow degree status can be attributed to a number of circumstances. One of the more significant relates to the resources of the institutions and whether they possess the staff and facilities to invest in the specialist program to the extent that would be required for a degree program.

The Ed.S. degree designation places the program on the same professional track, between the professional master's and professional doctor's degree, and in so doing, reflects the value attached to the program and the extent to which it is accepted within that framework.

2. selection procedures: selection procedures are much more rigorous for some specialist programs than others. On the one hand, the selection procedure is the same as that for the doctor's degree program including past scholarship, scores within a specified range on admission examinations, recommendations, successful related experience and personal interviews. On the other hand, applicants may be admitted to the specialist programs in a probationary status without the scholarship record typically expected of those completing a master's degree and without any requirements for admission examinations. The range of practices relates not only to the specifics of the selection procedures but also to the weight attached to each of the various criteria. Under circumstances of relaxation of selection standards, there may be attendant risks by way of pressure to carry weak students to whom the standards of achievement are adjusted, thereby, affecting the quality of the program.

3. recency of educational background: only a few specialist programs explicitly state that previous work, taken more than a specified number of years ago, may not apply toward the specialist programs, or that applicants, beyond a certain age, are not eligible for admission. Yet, in all specialist programs, the work is viewed as a two-year unit consisting of the fifth and sixth-year levels. Consequently, it is implicit in the evaluation of applications that some cognizance is taken and weight attached to the recency of educational background. Since no guidelines are revealed, consistency of practice cannot be determined. However, it can be assumed that a wide range of practices would prevail.

4. scholarship standards: essentially the same standards of scholarship are required for admission and completion of the master's degree, and for admission and completion of the specialist programs. In some, the minimum standards are less than a "B" or 3.00 point on a 4.00 point scale. In others, the requirements for entering and completing the specialist programs are above a "B" average on the same grade point scale. A trend is evident in making a distinction between admission to the program and admission to candidacy for the specialist degree based on scholarship.

5. program purposes: overlapping purposes are not always reflected with a sufficient degree of clarity to judge what is considered primary. Under such circumstance, it is difficult to determine to what extent the content, provided and required, fulfills the essential purpose and emphasis. There is also the question of whether a purpose once considered primary becomes relegated to a lesser position while a less important purpose, initially, is elevated to the dominant position.

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How the program was originally initiated and why, and what its current purposes are, as seen by faculty, students and the rest of the academic community, may reveal varying and inconsistent points of view. Was the program introduced to serve the needs of the institution or those of a special and distinctive group of students needing a different kind of program than those in existence?

6. program sequence: three different classes of Ed.S. programs show varying purposes, emphases, and anticipated outcomes. One class of programs is sequentially related to the master's and doctor's programs in the same fields, advances on the same professional track, and, is in an intermediate position between the master's and doctor's degrees.

   A second class of programs is sequentially related through the master's degree program beyond which there is a choice of alternatives between the Ed.S. and the Ed.D. Selecting the Ed.S. represents a choice of a different emphasis and different anticipated outcomes. Having chosen this option does not, however, preclude a change of objective, at a later time, for those who qualify. In this class of Ed.S. programs, there are noticeable differences in attitude toward the exercise of these options, distinguished by negative or positive connotations as to transfer of credits and time required. Thus, there may be the dilemma of a theoretical possibility encouraged in some programs and discouraged in others under similar circumstances.

   The third class of specialist programs advances on a separate and parallel track without sequential relationship to other advanced degree programs, consisting usually of formal course work taken in compliance with certification requirements.

7. program emphasis and content: the emphasis and content reflect the

purposes and how these differ from those of other degree programs. A number of inconsistencies are evident in this regard. Some specialist programs fail to provide content indicative of any different emphasis than for the master's or doctor's degree programs. A number are described as practitioner-oriented and job-related, yet, include no professional seminars, practicums, internships, nor other types of directed experience. In other cases, the program content does relate to program emphasis in minimal fashion in relation to expectation. These practices tend to be associated with the resources available for individualizing program experiences. Moreover, job-upgrading is promoted over job-preparation according to this criterion.

8. program requirements: many of the inconsistencies and variations causing confusion in thinking about Ed.S. programs are in the realm of what the requirements permit as minimal standards for completion of the specialist work. Some of the more obvious extremes are among the following: (a) level of training requirements which permit a high percentage of upper-division undergraduate courses or none; (b) courses required to be selected from limited offerings which fail to reflect contemporary needs and conditions as compared with such rich and varied course offerings as those directed toward urban communities, cross-cultural analysis, curriculum for inner-city schools, ghetto youth and the schools, dynamics of induced social change and planned interventions, and for teachers, new approaches to teaching and curriculum revision and many other; (c) job-related and practitioner experiences which vary from requiring evidence of such experience as a condition for admission to continuous involvement in field-type experiences during the entire program. Questions may be

raised as to how theory relates to practice through time. Is the practice rigid and outmoded? Does the theory hold while the practice is not related to it? What efforts are made for review to keep theory and practice contemporary under conditions of rapid social change? Does the practice experience represent a realistic and meaningful preparation for the demands to be faced as a professional practitioner? (d) cognate and approved electives may be selected from upper-division undergraduate courses with limited choices or from advanced graduate courses with a wide range of possible choices. In addition, in some programs the approved electives are to be used for the cognate choices. In others, a distinction is made between approved electives which may be used in the same general area as the professional specialization, and the cognate which must be selected from outside the general area, but have relevance to it; and (e) residence requirements and calendar limits are in some cases so permissive as to be non-existent. One summer session may satisfy the residence requirement and maximum calendar limits extend over a period of 8 years from the time of admission to the program. Calendar limits may be the same but the more typical residence requirements stipulate one full year of attendance beyond the baccalaureate degree under conditions of carrying a full credit load as defined by the institution. Minimal residence requirements and maximum calendar conditions have implications for continuity and sequence. Programs are pursued in fragmentary, isolated segments rather than in continuous, sequentially arranged series of educational experiences. Under these circumstances, integrative experiences are more difficult to provide in any kind of meaningful way. No professional preparation outside of education permits pursuit of the program under such discontinuous arrangements.

9. program planning principles: how far the concepts of breadth, depth, flexibility and integration can provide the rationale for the emphases and requirements depends upon the range of course offerings. Some programs are described as broad, comprehensive, and individualized, implying a wide range of offerings when, in fact, they may be more rigid, inflexible and prescribed than others because of comparatively limited choices in each area.

   Only one type of integrative experience may be included in some programs, while others make use of three or four types, continuously experienced, in the course of the program.

   Reference has already been made to the impact of residence requirements and calendar limits on the continuity, sequence, and integrative aspects of specialist programs.

10. preparation for college teaching: the teaching specialist programs are offered by the Colleges of Education in cooperation with the other colleges and departments, or, independently by the separate colleges and departments in which the teaching disciplines reside. The former programs are directed more often toward elementary, secondary, and special areas of teaching, though a few claim preparation especially for junior college teaching.

    Specialist programs directed by the academic colleges and departments are considered professional, but not terminal. Rather, they are described as intermediate between the master's and doctor's degree programs in the same field. The programs claim to prepare junior college and lower division college teachers about as well as the Master of Philosophy or the Master of Arts in College Teaching.

Teaching specialists in the College of Education programs are expected to take approximately one-half of the program in non-subject matter courses, while those sponsored by the subject-matter departments are required to devote closer to 80 percent to the academic disciplines.

11. obstacles encountered in Ed.S. programs: more difficult to document precisely, but known to exist, are such obstacles as a lack of priority in the competition for fellowships, assistantships and other kinds of financial aids, which give preference to doctoral students; reported disadvantages in access to some seminars, advanced courses and internships also available to doctoral students; new courses especially designed for the Ed.S. with its different emphases have not been made available; specialist students may feel a "squeeze" between the master's and doctor's programs; and, they may conclude that the specialist program does not live up to its publicity and catalog descriptions.

12. attitudes toward the Ed.S. programs: the positive or negative attitudes about the specialist programs tend to have an effect on the values associated with the programs and the willingness of staff members to share in the responsibilities involved. There is some indication of a dichotomy of feeling about subject-matter versus non-subject-matter programs. Some institutions permit the Ed.S. programs only for non-subject matter areas. Suitability of the specialist program in subject-matter areas is apparently unresolved. In the sample of 177 programs, 46 were in subject matter areas while the remaining 131 were in non-subject matter areas.

Program evaluation and reform

Certain guiding principles, drawn from the experience of analyzing the data in this study of sixth-year graduate programs, may serve a useful purpose in conveying desirable, not minimal, standards and expectations. Distinctiveness in character and emphases may be retained without sacrificing quality and without succumbing to rigidity and inflexibility. Adopting some uniformity of standards need not discourage innovation. Rather, the application of such standards, for evaluation of existing programs or the inauguration of new programs of professional training for educational personnel, may actually provide helpful criteria for judging the efficacy of new ideas under experimentation or under consideration. The guidelines of interest here relate to: (1) general institutional considerations representing readiness and ability to continue existing specialist programs at improved levels of quality, or to inaugurate new ones for which there is a demonstrated need and a well-defined purpose and function; (2) students; and, (3) curriculum.

General institutional considerations: the impetus to review existing specialist programs or to establish new ones for which there is need and demand from the area to be served, involves both faculty and administration. The process requires that careful scrutiny be directed toward the following considerations:

1. commitment of the academic community: the extent to which there is clarity of understanding of the meaning and purpose of the specialist programs and the essential conditions necessary to their effective operation; evidence of commitment to provide these necessary conditions; indications of strong interest on all sides, students, faculty and administration; and the mode of university governance with its implicit attitudes toward faculty and student participation in policy-making.

2. the financial investment: the extent to which there is a realistic understanding that the cost per student of providing specialist training is far greater than the cost of providing education through the master's degree, and several times greater than undergraduate education; support for Ed.S. programs entails higher costs for faculty salaries, for field staff and practitioner experiences, for encouragement of related applied research; stipends for students and for secretarial services; and special library resources. The ability of the institution, not only to initiate but also to sustain, should be assured.

3. qualified faculty: a proper balance must be sought and maintained between mature, experienced and qualified senior faculty and promising but inexperienced lower-salaried junior members. The specialist program draws its center of strength from the success of the institution in attracting strong faculty. Qualified senior faculty members will not be attracted even by high salaries, if there is an imbalance in junior and senior faculty.

4. faculty load and inservice opportunities: an acceptance of the concept that the course load for teaching must reflect the seminars taught, internships supervised, applied research directed, and graduate students advised; encouragement and financial support for attendance and participation in professional meetings; and opportunities for leaves of absence for study and professional growth.

5. library facilities: recognition of the importance of library materials, book and non-book, representing a balanced collection in the foundation fields from which the specialist programs draw, and reflecting the special emphases of the professional programs of training.

6. physical facilities: facilities and equipment available are very important and should include adequate, reasonably located office space for faculty, student assistants, and secretaries; seminar rooms; clinic-type and observation rooms for practicums; library carrels and computer resources.

7. relationship to existing graduate degrees: there should be an outstanding well-established master's degree, and preferably a doctor's degree. By comparison, specialist programs should reflect distinctive emphases in prestige programs of quality rather than a mere collection of courses. Internships and directed field experiences are essential aspects of this distinctiveness and opportunities for these practitioner experiences must be assured. The different emphases and anticipated outcomes suggest that the professional specialization is terminal beyond the master's degree and is not intended to lead to the doctor's degree. The carefully designed programs for administrators, supervisors, consultants, and guidance personnel should be without prejudice, however, in the event of a later change of objective leading to the doctor's degree.

8. related, allied or peripheral areas: the same level of training should be available in fields which are logically related and supporting to the areas of specialization in the specialist training programs. The choices available must be sufficiently broad and varied to represent diversity and flexibility.

9. accessibility of specialist programs in other institutions in the state and region: careful consideration should be given to the advisability of duplicating present or prospective plans existing in other institutions and the extent to which the programs represented are accessible and adequately meet the needs and demands of the area. Under such circumstances, even strong institutions may decide to refrain and to allocate their resources in other ways, despite certain local interests in establishing the specialist programs.

10. systematic review: a mechanism for continuous or periodic evaluation of the specialist programs must be built in from their inception in order to enhance the possibility that theory and practice are related to contemporary needs and problems.

Students: admission and selection procedures should be carefully developed and defined; criteria should be more selective than for master's degree programs; and standards of scholastic achievement at the specialist's level should be higher than for the master's degree. The character, but not the quality, of the professional training experience should differ from that of the other advanced degree programs. A distinction should be made between admission to the program and admission to candidacy based on explicit and clearly defined scholarship standards. Weak students should be eliminated early in order to retain the high quality desired for the program.

Applicants should be screened carefully with admission offered only to those of superior potential, with appropriate backgrounds of preparation, and high positive motivation. Graduate Record Examination scores are helpful supplements to transcripts, letters of recommendation, and personal interviews in determining whether an applicant is admissable.

The number of students admitted should not jeopardize the quality of the training; it is just as important to avoid admitting too few as too many. The latter may mean depriving all students of the individualized help they need. However, students do learn from each other; the more students, the greater the variety of courses and usually the higher the quality.

Courses may be taught in seminar fashion with limited numbers permitting an exchange of views.

Most students should be in full-time attendance. Intensive, sustained study and practice with applied research are essential to specialist training. Intellectual interaction among students represents a valuable component of such training. Consequently, a program of acceptable quality cannot be based upon students who are primarily engaged in off-campus work.

Students in specialist training programs have been at a competitive disadvantage as far as priorities are concerned. Assistance should be made equally available to them as to students in master's and doctor's degree programs. A valuable aspect of training, rather than just financial support for subsistence, can be provided by assistantships, fellowships or some combination with apprenticeships and internships to extend over the full period of study. The absence of these opportunities for the specialist has deprived many students and the programs of an essential educational dimension in the past. Equally damaging, these circumstances have promoted the conclusion that specialist programs are without the status and prestige associated with full understanding and acceptance by the academic community.

Curriculum: a detailed description of any graduate curricular program should be presented with clarity, comprehensiveness, and uniformity to let prospective graduate students, graduate students in residence, and faculty know what is expected of them. A well-conceived program moves through a logically arranged sequence of stages by which degree requirements are fulfilled. Sufficient flexibility is built in to meet legitimate, diversified professional interests and in response to special needs and individual differences in the pursuit of generally accepted professional goals.

The following conclusions about program and curriculum are drawn from the analysis of data from this study of policies and practices relating to educational specialist programs. They are offered as guiding principles for their application in the evaluation of existing specialist programs and in the inauguration of new specialist programs:

1. Agreement should be reached on a standard, uniform title to eliminate the current confusion stemming, in part, from the multiplicity of titles in use.
2. Specialist programs should culminate in a degree, with a standard title, to promote an advanced level of course work, and to insure higher professional standards, emphasized over certification requirements.
3. Being specialized in nature and representing a different emphasis, specialist programs call for courses other than those available for the master's and doctor's programs.
4. Design of the specialist programs should reflect that mastery of professional skills and competencies represents a central purpose whether related to administering, coordinating or supervising. This dominant practitioner emphasis is represented by seminars, practicums, internships, and other directed experiences.
5. Specialist programs should be planned so that most graduate students can complete the work in two years of full-time post-baccalaureate study, with allowance for requirements of some special fields; implicitly this represents about 60 semester hours.
6. The first year of the two-year unit should involve the Master of Arts or Master of Science in the professional field with the thesis option.

7. The two-year unit should be viewed as self-contained and terminal; sequentially related to the doctor's degree through the master's degree stage; beyond that representing an alternative leading in a different direction and with a change of emphasis; not the same route or track leading to the doctor's degree in the same field. The relationship should bear a positive connotation, permitting a change of objective, for those who qualify, to continue at a later time to the doctor's degree.
8. Specialist programs represent both specialization and breadth of education; the number and scope of the requirements should be established with these objectives in mind; considerable depth in one broad field should be sought. Students should be encouraged to pursue one field in a discipline other than their own or to follow inter-disciplinary programs appropriate to their needs. It is important to establish some rules for the distribution if study in the various fields is to achieve a desirable balance between breadth and specialization. In this connection, the guidance committee provides valuable assistance to the student.
9. New course work and experiences introduced and related to various professional specializations should enable practitioners to fulfill contemporary demands represented by such areas as collective bargaining, union representation, new approaches to curriculum revision, intercultural education, inner city schools, compensatory education, OEO programs and opportunities and many other types of practitioner mediations and interventions.
10. Field work, internships, and directed practice experiences, integral to professional training, should be included at the post-master's

level, regardless of previous experience. Salaried internships on part-time basis for a whole year or a full-time basis for a one-half year should be provided according to the precedent established for the MAT degree programs. Contact with the university continues under either option and includes professional seminars and periodic supervision. In metropolitan areas especially many opportunities are available in a three-way arrangement involving the student intern, the school district, and the university offering the specialist training. The amount of degree credit and compensation vary with the nature and extent of the intern responsibilities.

In other than metropolitan areas, availability of field work practice opportunities would need to be assured before inaugurating new specialist training programs.

The possibility of providing internship training to students on their regular professional jobs would not be generally advisable nor applicable. Under exactly the appropriate combination of conditions, representing an exception to the rule, an individual student might be able to work out such arrangements with his faculty guidance committee.

11. Appropriate research skills should be required according to the type of specialist program. Statistics, measurement and evaluation, computer programming and other practical techniques for applied research would be emphasized. Only under unusual circumstances would foreign language proficiency be required.
12. The importance of the relationship between professional practice and applied research should be established since each enhances the other.
13. A field investigation type of applied research should be required as

part of the specialist program and developed under guidance with culmination in a written report.

14. Upon completion of all requirements, each specialist should be examined for mastery of the professional field, by the guidance committee, in a general examination, reflecting common purposes and central goals, and in the special professional field requirements, including defense of the applied research project.
15. Once established, specialist programs should be reviewed periodically by the faculties involved, at times using outside consultants as well.
16. Support and approval of accrediting agencies and professional associations should be sought in developing higher professional standards for training educational personnel.

One final general conclusion seems appropriate and justified by the findings of this study. All specialist programs analyzed in this investigation, without exception, would greatly improve their quality and standards by a careful review of objectives and the rationale supporting the experiences provided to fulfill them. Such evaluation is warranted, not only for the reasons described in detail throughout this study, but also because it symbolizes a responsiveness to contemporary needs for increasing numbers of well-qualified educational personnel in a variety of professional fields.

EPILOGUE

REACTIONS AND RECOMMENDATIONS OF THE RESEARCHERS

In this report, even with the recommendations of the final chapter, we have attempted to summarize prevailing practices in regard to sixth-year programs and to emphasize the better practices without giving expression to our own developing prejudices as we have engaged in this study. We began our efforts with a high degree of sympathy for the development of sixth-year programs. We end with even more sympathy but with a conviction that these programs vary so greatly in nature and quality that, unless some standards are shortly developed and applied by appropriate accrediting agencies, they will fall into disrepute.

It is apparent that some former colleges of education not empowered to offer the doctorate have introduced these programs as a way station on the road to doctoral programs. The disinterest of faculty and the resulting deterioration of the sixth-year program once the doctorate capability was achieved was documented in several cases. The use of the educational specialist or its equivalent as preparation for college teaching may also be suspect for it offers the disciplines in the colleges of education an opportunity to develop a program of graduate courses aimed toward the research Ph.D. in the disciplines. The minimal nature or even lack of any education relevant to teacher preparation or adequately supervised experience is evidence of this.

It is very doubtful that the educational specialist will ever serve as a satisfactory terminal college teaching degree even for the junior college teacher. Given the mores of higher education, it will certainly be regarded as a second-rate degree. Certainly the typical Ph.D. has little relevance for undergraduate teaching but to encourage the present or prospective college teacher to take the educational specialist is to perpetrate a fraud upon him. The contention of some departmental chairmen and professors that the individual need only write a dissertation and possibly take a few more courses at some later stage to acquire the doctorate when the department is permitted to grant it savors of a different kind of fraud. The department is peddling a degree in which it does not really believe.

We are convinced that the educational specialist programs should be restricted to education specialties: administration, guidance, secondary and elementary curriculum, evaluation and others which have come to require both formal training beyond a master's degree and a period of supervised practice. It would have been far better and simpler had these programs been developed on a certificate rather than on a degree basis, but the trends to date and the emphasis on degrees in this country have effectively destroyed that prospect. We cannot now turn the calendar back on that point. But the trend toward use of the educational specialist for college teaching is relatively recent and limited. These programs can and should be discontinued. The purposes in introducing them are, in some measure, suspect; their actual relevance to preparation of college teachers is dubious in many cases, and resulting second-class citizenship will be eased only by the presence of third-class master's degree holders. Not only is the relevance of these programs to college teaching in doubt, but in many cases the quality of faculty providing the graduate courses in the discipline is dubious. Senior faculty members long restricted to undergraduate work in a former teacher's college are seldom qualified to introduce graduate work in their disciplines. And if younger, ambitious qualified faculty are present, it may be taken as a certain sign that the Ph.D. bug is present and the Ed.S. development is a strategy rather than a commitment.

We have said little in this report about the various master's degrees for college teachers. The ABD patterns, Master of Philosophy and Candidate in Philosophy, have been described in more detail as intermediate degrees. The two-year master's programs are more appropriate than the Ed.S., but they will not sell because they constitute devalued currency in the doctorate-conscious field of higher education. The ABD patterns may give some satisfaction to their holders especially if they received recognition in salary scales and a new academic dress (perhaps a doctor's gown with a master's hood) but they are hardly to be accepted as any more appropriate preparation for college teaching than the typical Ph.D. They are ABD's and so clearly the emphasis is still research. Undergraduate college teaching once was a profession and it should be made so again, but this will happen only if there is a professional doctorate developed. The Doctor of Arts at Carnegie-Mellon University may be the break into a new era. The use of the educational specialist as a substitute is not only a perversion of the original concept of the sixth-year specialist but its use in this connection may delay confrontation with the real issue and with recognition that the title doctor once designated, and should again in some variant designate a teacher.

But we have wandered from our subject. The educational specialist in its original conception was a meritorious attempt to solve a significant problem of vocational preparation. Were that emphasis restored and were some firm guidelines established it could become a significant addition to our degree offerings. We suggest the following essential guidelines:

1. **Specialist programs are best offered in institutions where strong master's and doctor's degree programs in the same specialties already exist.**
2. **Specialist programs are most appropriately limited to non-academic subject matter fields, including administration, supervision, curriculum, guidance, and all other auxiliary service personnel areas.**
3. **The unique purpose, clearly distinguishing the specialist from other advanced degree programs, is to provide a program of vocational preparation by training skilled practitioners in terminal professional programs in the various educational specialties.**
4. **The job-related emphasis of the specialist programs requires a different approach to program design to reach anticipated outcomes; broad interdisciplinary or interdepartmental courses drawing upon the foundation disciplines appropriate to the specialty combine with integrative experiences of seminars, practicums, internships and other directed work experiences in the application of theory to practice to develop professional skills and competencies of the specialty.**
5. **Specialist programs should be structured as a two-year unit of sequentially arranged educational experiences taken within a sufficiently reasonable time span to provide continuity to the entire program. Except under unusual circumstances, students should be in full-time attendance during each of the separate units as in any other field of professional preparation.**
6. **The first year of the two-year sequence should consist of the professional master's degree in a given educational specialty; the sixth-year program continues in the same area of specialization. The former**

provides the basic foundation for the field; the latter concentrates on the development of professional competencies and skills through job-related emphasis in courses and practice.

7. Candidates selected for specialist programs should meet scholarship standards equivalent to those of other master's degree programs in the fifth year; the scholarship standards for selection to the sixth-year should be higher than those of the fifth-year.
8. Scholastic achievement during the specialist programs should compare with the standards for other master's degree programs in the fifth year; completion of the sixth-year program should require higher scholastic standards than for the fifth-year.
9. Admission to the sixth-year specialist program should require evidence of professional employment experience related to and substantiating the suitability and appropriateness of the selection of a particular educational specialty.
10. The level of course work pursued for the specialist programs should be almost exclusively at the graduate level, or at a level designated as professional between the undergraduate and graduate levels.
11. The internship and other types of practice experiences should be carefully planned to move through the various stages of complexity of the specialty approximately one-half of the sixth-year program should be devoted to supervised work experiences, preferably under conditions of remuneration in actual school systems and clinics.
12. No foreign language proficiencies should be required in the specialist programs unless unusual needs and circumstances indicate the relevance to a particular program.
13. Research requirements are most appropriately fulfilled in specialist

programs by means of applied research in the form of field studies and investigations relating to current needs and problems in the specialty.

14. The heavy emphasis on the application of theory to practice in special fields requires the provision of a mechanism for keeping theory contemporary with the demands of practice in the field.
15. The specialist program should not be viewed as a device for dealing with unsuccessful doctoral candidates.
16. The relationship of the specialist program, as a terminal program, to other advanced degree programs should be described in positive terms to avoid the risk of downgrading a program that is different in emphasis but not necessarily inferior. Specialists who are highly qualified should be able to apply for the professional Ed.D. in the same field of specialization without prejudice because of having approached the Ed.D. through the Ed.S. which is neither required nor recommended as the most desirable and direct route to the Ed.D.

The integrity and future viability of the educational specialist programs require a re-evaluation of meaning and purpose and a clarification of the rationale supporting the program emphasis, content, and the distinguishing features which characterize the specialist programs. By these means, the original promise of a significant degree program of vocational preparation to meet important contemporary needs may be fulfilled.

APPENDIX 1

Some Difficulties Imposed by Source

Certain difficulties are inevitable in the use of graduate school catalogs and bulletins as sources of research data about specific programs of interest and the institutional norms relating to them. One speculates, for example, about the extent to which descriptive accounts of policies and practices accurately reflect the program requirements in actual operation.

An additional obstacle stems from the necessity for reconciling the statements of the Graduate School representing general applications, and those of the various colleges, divisions and departments. A question of interpretation arises when multiple publications appear, at first glance, to be at variance with each other. In this connection, the trend toward establishing graduate divisions in the colleges contributes to the multiplicity of publications, not always carefully edited, nor clear as to chronology.

Catalog statements of such generality and ambiguity that no precise factual information is given about any aspect of the programs pose a problem. The practice is often justified on the basis of the necessity for every program to be individually planned, suggesting that programs thus developed bear no common resemblance to each other. Yet, an analysis of the course offerings in the various specialties, may show the range of offerings to be so limited as to permit no such latitude in making choices. Prospective graduate students seeking information as a basis for making future plans would find their task greatly complicated by the limited information provided. One assumes that the lack would have to be compensated for by extensive personal correspondence.

A difference in terminology may require interpretation. Some programs call for approved electives and cognate choices, referring to the same allocation of semester hour credits. Others specify two separate allocations, requiring one of them to be selected outside the general area of the specialization.

Whether cognate choices are meaningful selections logically related to the special field, are chosen perfunctorily to fulfill a requirement, or are based on the expediencies of convenience and availability cannot be determined.

In spite of these and other difficulties which call for more careful and detailed study of the publications, there are benefits to be gained in shedding some light on areas about which there is little information to be found outside this particular source. This circumstance provided the justification for the use of the pertinent publications as a basis for reporting the findings of this study.

APPENDIX 2

TABLES 10 THROUGH 34

TABLE 10: EDUCATIONAL BACKGROUND REQUIRED FOR ADMISSION TO SIXTH-YEAR GRADUATE PROGRAMS

	Programs							
Ed[1]	Educational Specialists		Other Prof. Specialists		Intermediate Degrees		Totals	
	N	%	N	%	N	%	N	%
1.	1	.6	60	43.8	-	-	61	18.7
2.	2	1.1	7	5.1	1	8.3	10	3.1
3.	2	1.1	60	43.8	-	-	62	19.0
4.	-	-	-	-	-	-	-	-
5.	42	23.7	6	4.4	-	-	48	14.7
6.	130	73.4	2	1.5	11	91.7	143	43.9
7.	-	-	2	1.5	-	-	2	.6
Totals	177	99.9	137	100.1	12	100.0	326	100.0

Note: In all tables, when the totals do not equal 100 percent, it is due to rounding off.

[1] Educational background from accredited institutions:

1. baccalaureate degree, no single specified major field
2. baccalaureate degree, specified major field
3. baccalaureate degree, specified major field with distribution of credits related to requested graduate program
4. master's degree, no single specified major field
5. master's degree, specified major field
6. master's degree, specified major field with distribution of credits related to advanced graduate program
7. some other educational background

TABLE 11: SCHOLARSHIP REQUIREMENTS FOR ADMISSION TO SIXTH-YEAR GRADUATE PROGRAMS

	Programs							
S^1	Educational Specialists		Other Prof. Specialists		Intermediate Degrees		Totals	
	N	%	N	%	N	%	N	%
1.	7	4.0	63	46.0	-	-	70	21.5
2.	-	-	10	7.3	-	-	10	3.1
3.	-	-	19	13.9	-	-	19	5.8
4.	1	.6	38	27.7	-	-	39	12.0
5.	9	5.1	2	1.5	1	8.3	12	3.7
6.	112	63.3	4	2.9	7	58.3	123	37.7
7.	25	14.1	-	-	3	25.0	28	8.6
8.	23	13.0	1	.7	1	8.3	25	7.7
Totals	177	100.0	137	100.0	12	99.9	326	100.0

S^1 Scholarship requirements:

1. A "B" average or 3.00 grade point average on a 4.00 point scale for the overall average, for the last two undergraduate years, or in the major field.
2. a 2.70 grade point average on a 4.00 point scale for the overall average for the last two undergraduate years, or in the major field.
3. a 2.50 up to 2.70 grade point average on a 4.00 point scale for the overall average, the last two undergraduate years, or in the major field.
4. scholarship is not specified for the undergraduate level except in general terms such as "superior" or "outstanding".
5. a 2.50 up to 3.00 grade point average on a 4.00 point scale for all work at the graduate level
6. a "B" average or 3.00 grade point on a 4.00 point scale for all work at the graduate level
7. a higher average than "B" or 3.00 grade point on a 4.00 point scale on all work at the graduate level
8. scholarship is not specified at the graduate level except in general terms such as "superior" or "outstanding".

TABLE 12: ADMISSION EXAMINATIONS REQUIRED FOR SIXTH-YEAR GRADUATE PROGRAMS

	Programs							
Ex[1]	Educational Specialists		Other Prof. Specialists		Intermediate Degrees		Totals	
	N	%	N	%	N	%	N	%
1.	109	61.6	51	37.2	5	41.7	165	50.6
2.	-	-	-	-	1	8.3	1	.3
3.	7	4.0	3	2.2	2	16.7	12	3.7
4.	42	23.7	3	2.2	1	8.3	46	14.1
5.	3	1.7	18	13.1	-	-	21	6.3
6.	4	2.3	6	4.4	-	-	10	3.1
0.	12	6.8	56	40.9	3	25.0	71	21.8
Totals	177	100.1	137	100.0	12	100.0	326	99.9

[1] Examination requirements for admission:

1. Graduate Record Examination General Aptitude Section, Miller Analogies Test, National Teacher Examination, or a combination of these general aptitude tests required of all as a general requirement.

2. Graduate Record Examination General Aptitude Section, Miller Analogies Test or National Teacher Examination recommended but not required.

3. Graduate Record Examination General Aptitude Section, Miller Analogies or National Teacher Examination may be requested for some applicants by some departments for additional admission data.

4. Graduate Record Examination General Aptitude Section and Advanced Test both required by this department for this sixth-year program.

5. Other more specific aptitude tests, such as Advanced Test for Graduate Study in Business (ATGSB) required by this department for this sixth-year program.

6. These programs require the special battery of tests prepared and administered by the institution.

0. No admission tests are specified for these programs.

TABLE 13: PERSONAL DATA REQUIRED FOR ADMISSION TO SIXTH-YEAR GRADUATE PROGRAMS

	Programs							
PD[1]	Educational Specialists		Other Prof. Specialists		Intermediate Degrees		Total	
	N	%	N	%	N	%	N	%
1.	151	85.3	25	18.2	10	83.3	186	57.1
2.	24	13.6	50	36.5	-	-	74	22.7
3.	-	-	1	.7	1	8.3	2	.6
4.	-	-	55	40.1	-	-	55	16.9
5.	2	1.1	1	.7	-	-	3	.9
6.	-	-	2	1.5	1	8.3	3	.9
7.	-	-	3	2.2	-	-	3	.9
0	-	-	-	-	-	-	-	-
Totals	177	100.0	137	99.9	12	99.9	326	100.0

[1] Personal data required or requested:

1. references
2. references and personal interviews
3. references, personal interviews and samples of work
4. references, personal interviews, auditions, tapes, slides and other samples of work
5. references may be requested
6. references and personal interviews may be requested
7. references, personal interviews and auditions or samples of work may be requested

0. no personal data specified

TABLE 14: EXPERIENCE AS A REQUIREMENT FOR ADMISSION TO SIXTH-YEAR GRADUATE PROGRAMS

Exp.[1]	Programs							
	Educational Specialist		Other Prof. Specialist		Intermediate Degrees		Total	
	N	%	N	%	N	%	N	%
1.	2	1.1	46	33.6	-	-	48	14.7
2.	97	54.8	1	.7	1	8.3	99	30.4
3.	75	42.4	-	-	-	-	75	23.0
4.	-	-	-	-	6	50.0	6	1.8
0	3	1.7	90	65.7	5	41.7	98	30.0
Totals	177	100.0	137	100.0	12	100.0	326	99.9

[1] Experience background required:

1. evidence of extracurricular and leadership experiences
2. teacher certification and teaching experiences
3. teacher certification, teaching experience, administrative and/or other auxiliary school personnel service experience
4. variable depending on the field in which the Doctor of Philosophy is offered.

0. no experience background specified

TABLE 15: TRANSFER CREDITS ACCEPTED TOWARD SIXTH-YEAR GRADUATE PROGRAMS

TC[1]	Programs							
	Educational Specialists		Other Prof. Specialists		Intermediate Degrees		Total	
	N	%	N	%	N	%	N	%
1.	2	1.1	88	64.2	-	-	90	27.6
2.	94	53.1	5	3.6	6	50.0	105	32.2
3.	78	44.1	-	-	6	60.0	84	25.8
0	3	1.7	44	32.1	-	-	47	14.4
Totals	177	100.0	137	99.9	12	100.0	326	100.0

[1] Transfer credits allowed from accredited institutions:

1. Approximately 6 semester hours of transfer credit to apply on the fifth year program
2. Transfer credits up to the equivalent of the master's degree to apply toward sixth-year program
3. Transfer credits equivalent to the master's degree, plus approximately 6 semester hours beyond to apply toward sixth-year program

0. No transfer credits specified.

TABLE 16: PRIMARY AND SECONDARY PURPOSES ASSOCIATED WITH SIXTH-YEAR GRADUATE PROGRAMS

	Programs									Programs							
	Educational Specialists		Other Prof. Specialists		Intermed. Degrees		Totals			Educational Specialists		Other Prof. Specialists		Intermed. Degrees		Totals	
pp[1]	N	%	N	%	N	%	N	%	Sec[1]	N	%	N	%	N	%	N	%
1.	-	-	-	-	5	41.7	5	1.5	1.	170	96.0	1	.7	1	8.3	172	52.8
2.	162	91.5	-	-	1	8.3	163	50.0	2.	4	2.3	106	77.4	-	-	110	33.7
3.	1	.6	136	99.3	-	-	137	42.0	3.	3	1.8	30	21.9	4	33.3	37	11.4
4.	14	7.9	1	.7	-	-	15	4.7	4.	-	-	-	-	7	58.3	7	2.1
5.	-	-	-	-	6	50.0	6	1.8									
Totals	177	100.0	137	100.0	12	100.0	326	100.0		177	100.0	137	100.0	12	100.0	326	100.0

[1] Primary purposes:

1. designed primarily to develop scholarly academic interests and mastery of subject matter fields
2. designed primarily to develop specialized professional interests, knowledge and understanding of basic theoretical concepts, mastery of skills and competencies, and their relationships to performance in the field of education as required by the various kinds of practitioners in the field
3. designed primarily to develop specialized, professional interests, knowledge, and understanding of basic theoretical concepts, mastery of skills and competencies and their relationships to practice and performance in fields other than education, as required by practitioners in the various fields
4. designed for a combination of 1 and 2 above for teaching specialists under joint cooperation between the subject matter field and professional education
5. designed to emphasize 1 above but may be combined with other purposes according to individual planning and the nature of the Doctor of Philosophy program.

[1] Secondary purposes:

1. also designed to meet current certification specifications as required by certain states, to advance to the next level, or to prepare for certain positions according to anticipated standards or prevailing practices
2. also designed in response to requirements of professional accrediting bodies or expectations for membership in professional associations
3. no emphasis stated beyond the primary purpose
4. additional purposes may be added through individual planning and according to the nature of the field in which the Doctor of Philosophy is offered.

TABLE 17: TRACK RELATIONSHIP OF SIXTH-YEAR GRADUATE PROGRAMS TO OTHER ADVANCED DEGREE PROGRAMS

	Programs							
TR[1]	Educational Specialists		Other Prof. Specialists		Intermediate Degrees		Totals	
	N	%	N	%	N	%	N	%
1.	8	4.5	32	23.4	12	100.0	52	16.0
2.	123	69.5	1	.7	-	-	124	38.0
3.	-	-	4	2.9	-	-	4	1.2
4.	-	-	3	2.2	-	-	3	.9
5.	4	2.3	-	-	-	-	4	1.2
6.	22	12.4	97	70.8	-	-	119	36.5
7.	20	11.3	-	-	-	-	20	6.1
Totals	177	100.0	137	100.0	12	100.0	326	99.9

[1] Track relationship:

1. program sequence is the same as the sequence leading to the Ph.D. degree
2. program sequence is the same as the sequence leading to the Ed.D. degree
3. program sequence is the same as the sequence leading to the Doctor of Business Administration degree
4. program sequence is the same as the sequence leading to the Doctor of Social Work degree
5. program sequence is the same as that leading to either the Ph.D. or Ed.D.; to either the Ph.D. or D.B.A.; to either the Ph.D. or D.S.W. when both degrees are offered in these areas
6. program sequence is not on the same track as that leading to the Ph.D. degree
7. program sequence is not on the same track as that leading to the Ed.D. degree

TABLE 18: PURSUIT OF ADVANCED DEGREES FROM SIXTH-YEAR GRADUATE PROGRAMS

	Programs							
	Educational Specialists		Other Prof. Specialists		Intermediate Degrees		Totals	
P[1]	N	%	N	%	N	%	N	%
1.	-	-	52	38.0	-	-	52	16.0
2.	17	9.6	22	16.1	12	100.0	51	15.6
3.	131	74.0	63	46.0	-	-	194	59.5
4.	29	16.4	-	-	-	-	29	8.9
Totals	177	100.0	137	100.1	12	100.0	326	100.0

[1] Pursuit of advanced degrees:

1. program represents a terminal degree program, the highest in the professional field at this time

2. program represents the intermediate step between the master's and doctor's degrees; same standards and procedures for admissions are used

3. program represents a choice, beyond the master's degree, between the alternatives of the professional specialist program and the doctor's degree program; same standards and procedures for admission may or may not be used

4. program bears no relationship to the next higher degrees; content has been designed for other purposes

TABLE 19: COURSE CONTENT EMPHASIS IN SIXTH-YEAR GRADUATE PROGRAMS

Course Types[1]	Programs: Educational Specialists		Other Prof. Specialists		Intermediate Degrees		Totals	
	N	%	N	%	N	%	N	%
1.	-	-	-	-	12	100.0	12	3.7
2.	-	-	137	100.0	-	-	137	42.0
3.	71	40.1	-	-	-	-	71	21.8
4.	60	33.9	-	-	-	-	60	18.4
5.	46	26.0	-	-	-	-	46	14.1
Totals	177	100.0	137	100.0	12	100.0	326	100.0

[1] Course types:

1. concentrate on courses at advanced levels of academic disciplines
2. consist of comprehensive interdisciplinary or interdepartmental array of articulated courses
3. consist of broad fields and non-subject matter areas of education
4. consist of comprehensive interdisciplinary or interdepartmental array of articulated courses directed toward auxiliary school service personnel
5. consist of courses in the art and methodology of teaching and learning, combined with subject matter from the teaching disciplines.

TABLE 20: JOB-RELATED PRACTICE EMPHASIS IN SIXTH-YEAR GRADUATE PROGRAMS

Types of J-R-P[1]	Educational Specialists N	Educational Specialists %	Other Prof. Specialists N	Other Prof. Specialists %	Intermediate Degrees N	Intermediate Degrees %	Totals N	Totals %
1.	-	-	1	.7	-	-	1	.3
2.	1	.6	-	-	-	-	1	.3
3.	13	7.3	28	20.4	-	-	41	12.6
4.	32	18.1	10	7.3	-	-	42	12.9
5.	16	9.0	2	1.5	-	-	18	5.5
6.	-	-	64	46.7	-	-	64	19.6
7.	32	18.1	-	-	-	-	32	9.8
8.	45	25.4	1	.7	-	-	46	14.1
0	38	21.5	31	22.6	12	100.0	75	24.8
Totals	177	100.0	137	99.9	12	100.0	326	99.9

[1] Types of job-related practice:

1. apprenticeships

2. externeships

3. field work practice; directed work experience

4. internships

5. practicums

6. studio, production, performance, exhibition or other laboratory type experience

7. a choice from one of types 1-6

8. a combination of types 1-6 involving more than one type of practice experience

0. job-related practice not specified as an emphasis.

TABLE 21: SEMINAR EMPHASIS IN SIXTH-YEAR GRADUATE PROGRAMS

	Programs							
	Educational Specialists		Other Prof. Specialists		Intermediate Degrees		Totals	
Seminars[1]	N	%	N	%	N	%	N	%
1.	-	-	-	-	12	100.0	12	3.6
2.	119	67.2	128	93.4	-	-	247	75.8
3.	30	16.9	-	-	-	-	30	9.2
0.	28	15.8	9	6.5	-	-	37	11.3
Totals	177	99.9	137	99.9	12	100.0	326	99.9

[1] Seminar types:

1. seminars in the academic disciplines

2. professional seminars referred to as proseminars, seminars, problems courses and similar titles

3. combination of seminars in the teaching disciplines and the professional seminars

0. no seminar emphasis specified.

TABLE 22: CULMINATING ANALYSES OF SIGNIFICANT CURRENT PROBLEMS IN SIXTH-YEAR GRADUATE PROGRAMS

	Programs							
Types of Analysis[1]	Educational Specialists		Other Prof. Specialists		Intermediate Degrees		Totals	
	N	%	N	%	N	%	N	%
1.	38	21.5	20	14.6	12	100.0	70	21.5
2.	-	-	35	25.5	-	-	35	10.7
3.	-	-	11	8.0	-	-	11	3.4
4.	-	-	8	5.8	-	-	8	2.5
5.	1	.6	29	21.2	-	-	30	9.2
6.	13	7.3	5	3.6	-	-	18	5.5
7.	75	42.4	18	13.1	-	-	93	28.5
8.	3	1.7	1	.7	-	-	4	1.2
0.	47	26.6	10	7.3	-	-	57	17.5
Totals	177	100.1	137	99.8	12	100.0	326	100.0

[1] Types of analysis:

1. analysis of current experiences, problems, issues or concerns by means of investigation and written thesis
2. analysis of current work by means of exhibitions and accompanying supporting papers
3. analysis of current work by means of some kind of performance and paper
4. analysis of current work by means of some kind of production and paper
5. analysis of current problems, issues and significant concerns of the field by means of individual or group research projects and papers
6. analysis of current problems and concerns in the field by means of taking research courses and writing papers for them
7. analysis of current problems and concerns in the field by means of field studies and field projects and their related reports and papers
8. analysis of current problems and concerns in the field by means of an option covered in items 1-7

0. no emphasis on analysis of this type specified

TABLE 23: CULMINATING EVALUATION OF MASTERY IN PROFESSIONAL FIELD OF SPECIALIZATION AS AN EMPHASIS IN SIXTH-YEAR GRADUATE PROGRAMS

Types of Evaluation[1]	Program							
	Educational Specialists		Other Professional Specialists		Intermediate Degrees		Totals	
	N	%	N	%	N	%	N	%
1.	2	1.1	1	.7	8	66.6	11	3.4
2.	1	.6	-	-	4	33.3	5	1.5
3.	79	44.6	45	32.8	-	-	124	38.0
4.	2	1.1	-	-	-	-	2	.6
5.	3	1.7	10	7.3	-	-	13	4.0
6.	15	8.5	-	-	-	-	15	4.5
7.	-	-	45	32.8	-	-	45	13.8
8.	19	10.7	-	-	-	-	19	5.8
0.	56	31.6	36	26.3	-	-	92	28.2
Totals	177	99.9	137	99.9	12	99.9	326	99.8

[1] Types of evaluation:

1. **final or terminal comprehensive examinations, written and/or oral, over the major academic discipline at the discretion of the guidance committee as to kind**
2. **final or terminal comprehensive examinations, written and/or oral, over the major and minor academic disciplines at the discretion of the guidance committee as to kind**
3. **final or terminal comprehensive examinations, written and/or oral, over the professional field of specialization at the discretion of the guidance committee as to kind**
4. **final or terminal comprehensive examinations, written and/or oral, over the professional field of specialization and the related, supporting or cognate fields at the discretion of the guidance committee as to kind**
5. **final or terminal comprehensive examinations, written and/or oral, over the professional field of specialization, and the research, at the discretion of the guidance committee as to kind**
6. **final or terminal comprehensive examinations, written and/or oral, over**

the professional field of specialization, the related, supporting or cognate fields, and the research, at the discretion of the guidance committee as to kind

7. evaluation of a performance, production, composition or exhibition and the related papers of supporting analysis constitute the culminating evaluative and integrative experience

8. a combination of final comprehensive examinations, written and/or oral, over both the major teaching discipline and the professional preparation for teaching, at the discretion of the guidance committee as to kind

9. no comprehensive evaluation specified for the terminal point in the program

TABLE 24: CHOICE IN SIXTH-YEAR GRADUATE PROGRAMS

	Programs							
	Educational Specialists		Other Prof. Specialists		Intermediate Degrees		Totals	
AC[1]	N	%	N	%	N	%	N	%
1.	-	-	53	38.1	-	-	53	16.3
2.	-	-	20	14.6	-	-	20	6.1
3.	4	2.3	33	24.1	-	-	37	11.3
4.	30	16.9	7	5.1	-	-	37	11.3
5.	131	74.0	22	16.1	7	58.3	160	49.2
6.	8	4.5	2	1.5	1	8.3	11	3.4
0.	4	2.3	-	-	4	33.3	8	2.5
Totals	177	100.0	137	100.0	12	99.9	326	100.1

[1] Amount of choice:

1. program requirements are entirely and specifically prescribed in terms of courses and experiences to be completed

2. program requirements are specifically prescribed as to courses and experiences except for an allowance of approximately 10 percent (6 semester hours) in approved electives

3. program requirements are specifically prescribed as to courses and experiences, except for an allowance of approximately 20 percent (12 semester hours) in approved electives

4. program requirements are broadly or generally described as to areas comprising a specified pattern and permit approximately 10 percent (6 semester hours) of approved electives

5. program requirements are broadly or generally described as to areas comprising a specified pattern and permit approximately 20 percent (12 semester hours) of approved electives

6. the total program evolves according to individual planning with the guidance of a faculty committee, to be accepted as an articulated, coherent plan according to some pattern which may vary with the disciplines.

0. conditions of choice not clearly specified

TABLE 25: FOUNDATION COURSES REQUIRED FOR SIXTH-YEAR GRADUATE PROGRAMS

	Programs							
FC[1]	Educational Specialists		Other Prof. Specialists		Intermediate Degrees		Totals	
	N	%	N	%	N	%	N	%
1.	3	1.7	1	.7	-	-	4	1.2
2.	47	26.6	2	1.5	-	-	49	15.0
3.	43	24.3	22	16.1	-	-	65	19.9
4.	7	4.0	-	-	-	-	7	2.2
5.	4	2.3	10	7.3	-	-	14	4.3
6.	-	-	1	.7	-	-	1	.3
7.	-	-	3	2.2	-	-	3	.9
8.	-	-	1	.7	-	-	1	.3
9.	-	-	44	32.1	-	-	44	13.5
0	73	41.2	53	38.7	12	100.0	138	42.3
Totals	177	100.1	137	100.0	12	100.0	326	99.9

[1] Foundation courses:

1. up to 10 percent or 6 semester hours.

2. up to 15 percent or 9 semester hours.

3. up to 20 percent or 12 semester hours.

4. up to 25 percent or 15 semester hours.

5. up to 30 percent or 18 semester hours.

6. up to 35 percent or 21 semester hours.

7. up to 40 percent or 24 semester hours.

8. up to 45 percent or 27 semester hours.

9. up to 50 percent or 30 semester hours.

0. variable, dependent upon foundation courses completed at earlier levels.

TABLE 26: MAJOR CONCENTRATION OR FIELD OF SPECIALIZATION IN SIXTH-YEAR GRADUATE PROGRAMS

	Programs							
SHC[1]	Educational Specialists		Other Prof. Specialists		Intermediate Degrees		Totals	
	N	%	N	%	N	%	N	%
1.	3	1.7	27	19.7	-	-	30	9.2
2.	2	1.1	1	.7	1	8.3	4	1.2
3.	8	4.5	7	5.1	-	-	15	4.6
4.	123	69.5	66	48.2	2	16.7	191	58.6
5.	17	9.6	-	-	-	-	17	5.2
6.	10	5.6	-	-	2	16.7	12	3.7
7.	5	2.8	2	1.5	1	8.3	8	2.5
8.	-	-	1	.7	-	-	1	.3
9.	-	-	7	5.1	1	8.3	8	2.5
0.	9	5.1	26	19.0	5	41.7	40	12.3

[1] Semester hour credits required as minimums:

1. less than 20 semester hours
2. between 20 and 23 semester hours
3. between 24 and 27 semester hours
4. between 28 and 31 semester hours
5. between 32 and 35 semester hours
6. between 36 and 39 semester hours
7. between 40 and 43 semester hours
8. between 44 and 47 semester hours
9. 48 semester hours or more
0. requirements not specified.

TABLE 27: ALLIED, COGNATE, RELATED OR SUPPORTING FIELDS IN SIXTH-YEAR GRADUATE PROGRAMS

	Programs							
SHC[1]	Educational Specialists		Other Prof. Specialists		Intermediate Degrees		Total	
	N	%	N	%	N	%	N	%
1.	16	9.0	4	2.9	1	8.3	21	6.4
2.	29	16.4	15	10.9	1	8.3	45	13.8
3.	90	50.8	48	35.0	2	16.7	140	42.9
4.	22	12.4	13	9.5	1	8.3	36	11.1
5.	-	-	4	2.9	-	-	4	1.2
6.	5	2.8	-	-	1	8.3	6	1.9
7.	2	1.1	-	-	-	-	2	.6
8.	2	1.1	-	-	-	-	2	.6
9.	-	-	2	1.5	-	-	2	.6
0.	11	6.2	51	37.2	6	50.0	68	20.9
Totals	177	99.8	137	99.9	12	99.9	326	100.0

[1] Semester hour credits required as minimums:

1. from 3 to 6 semester hours.
2. from 7 to 10 semester hours.
3. from 11 to 14 semester hours.
4. from 15 to 18 semester hours.
5. from 19 to 22 semester hours.
6. from 23 to 26 semester hours.
7. from 27 to 30 semester hours.
8. from 31 to 34 semester hours.
9. 35 or more semester hours.
0. not specified.

TABLE 28: APPROVED ELECTIVES IN SIXTH-YEAR GRADUATE PROGRAMS

	Programs							
SHC[1]	Educational Specialists		Other Prof. Specialists		Intermediate Degrees		Totals	
	N	%	N	%	N	%	N	%
1.	1	.6	3	2.2	1	8.3	5	1.5
2.	41	23.2	33	24.1	1	8.3	75	23.0
3.	104	58.8	41	29.9	2	16.7	147	45.1
4.	10	5.6	6	4.4	1	8.3	17	5.2
0.	21	11.9	54	39.4	7	58.3	82	25.2
Totals	177	100.0	137	100.0	12	99.9	326	100.0

[1] Semester hour credits:

1. from 3 to 4 semester hours.

2. from 5 to 8 semester hours.

3. from 9 to 12 semester hours.

4. from 13 to 16 semester hours.

0. not specified.

TABLE 29: PROFICIENCIES REQUIRED IN SIXTH-YEAR GRADUATE PROGRAMS

PR[1]	Programs							
	Educational Specialists		Other Prof. Specialists		Intermediate Degrees		Totals	
	N	%	N	%	N	%	N	%
1.	-	-	3	2.2	9	75.0	12	3.7
2.	-	-	-	-	1	8.3	1	.3
3.	128	72.3	120	87.6	-	-	248	76.1
4.	2	1.1	4	2.9	-	-	6	1.8
5.	-	-	-	-	2	16.7	2	.6
0.	47	26.6	10	7.3	-	-	57	17.5
Totals	177	100.0	137	100.0	12	100.0	326	100.0

[1] Proficiencies required:

1. proficiency in foreign language required, according to options, permitting two languages to an average level of proficiency, or one language to a superior level of proficiency.

2. proficiency in two foreign languages to an average level, or, the substitution for one of them of another acceptable research tool, such as statistics, computer programming or similar collateral.

3. proficiency in the use of at least one research tool as evidenced through proficiency examinations, course work and other experiences required.

4. facility with one or more languages recommended as desirable; no other research tool required.

5. a choice of 1 or 2 above depending on the field in which the Doctor of Philosophy is offered.

0. no proficiency requirements specified, nor recommended.

TABLE 30: LEVEL OF GRADUATE WORK REQUIRED IN SIXTH-YEAR GRADUATE PROGRAMS

CL[1]	Educational Specialists		Other Prof. Specialists		Intermediate Degrees		Totals	
	N	%	N	%	N	%	N	%
1.	63	35.6	2	1.5	12	100.0	77	23.6
2.	96	54.2	127	92.7	-	-	223	68.4
3.	18	10.2	8	5.8	-	-	26	8.0
Totals	177	100.0	137	100.0	12	100.0	326	100.0

[1] Course level:

1. predominant emphasis at advanced graduate level consisting of fifth- and sixth-year level courses.

2. predominant emphasis at graduate level consisting of fifth-year courses.

3. predominant emphasis combines upper division and fifth year level courses about equally.

TABLE 31: SCHOLARSHIP REQUIREMENTS FOR COMPLETION OF SIXTH-YEAR GRADUATE PROGRAMS

GPA[1]	Educational Specialists		Other Prof. Specialists		Intermediate Degrees		Totals	
	N	%	N	%	N	%	N	%
1.	6	3.4	4	2.9	-	-	10	3.1
2.	130	73.4	110	80.3	7	58.3	247	75.8
3.	38	21.5	11	8.0	-	-	49	15.0
4.	-	-	11	8.0	-	-	11	3.4
5.	3	1.7	1	.7	5	41.6	9	2.7
Totals	177	100.0	137	99.9	12	99.9	326	100.0

[1] Grade point average:

1. between a 2.50 and 3.00 on a scale of 4.00 for all graduate work taken
2. average of 3.00 on a scale of 4.0 for all graduate work taken
3. average of 3.00 on a scale of 4.00 with no grade below 2.00 for graduate work taken
4. average of 3.00 on a scale of 4.0 and no more than a specified number of 2.00 for graduate work taken
5. average higher than 3.00 on a scale of 4.00 for graduate work taken

TABLE 32: RESIDENCE REQUIREMENTS IN SIXTH-YEAR GRADUATE PROGRAMS

	Programs							
RR[1]	Educational Specialists		Other Prof. Specialists		Intermediate Degrees		Totals	
	N	%	N	%	N	%	N	%
1.	76	42.9	128	93.4	12	100.0	216	66.3
2.	82	46.3	5	3.6	-	-	87	26.7
3.	7	4.0	3	2.2	-	-	10	3.0
4.	1	.6	-	-	-	-	1	.3
5.	1	.6	-	-	-	-	1	.3
0.	10	5.6	1	.7	-	-	11	3.3
Totals	177	100.0	137	99.9	12	100.0	326	99.9

[1] Residence requirements:

1. one academic year with full credit load as defined by the institution

2. one semester with full credit load as defined by institution

3. one regular term with full credit load as defined by institution

4. one summer session with full load, if followed by internship or field projects during subsequent term

5. several options from which one must be selected

0. not specified

TABLE 33: CALENDAR LIMITS IN SIXTH-YEAR GRADUATE PROGRAMS

CL[1]	Educational Specialists		Other Prof. Specialists		Intermediate Degrees		Totals	
	N	%	N	%	N	%	N	%
1.	36	20.3	4	2.9	3	25.0	43	13.2
2.	61	34.5	3	2.2	5	41.7	69	21.2
3.	12	6.8	2	1.5	4	33.3	18	5.5
4.	11	6.2	-	-	-	-	11	3.4
5.	-	-	1	.7	-	-	1	.3
6.	3	1.7	-	-	-	-	3	.9
0	54	30.5	127	92.7	-	-	181	55.5
Totals	177	100.0	137	100.0	12	100.0	326	100.0

[1] Calendar limits:

1. 5 years from admission to program

2. 6 years from admission to program

3. 7 years from admission to program

4. 8 years from admission to program

5. 5 years from admission to candidacy

6. 6 years from admission to candidacy

0. not specified

TABLE 34: CATEGORIES OF DEGREES, THEIR TYPICAL STAGES, AND CULMINATING LEVELS

Stages and Levels[1]	Categories	
	General	Professional
1.	Bachelor of Arts Bachelor of Science (in an academic discipline)	Bachelor of Arts in ________ Bachelor of Science in ________ Others, such as Bachelor of Music, Bachelor of Business Administration, Bachelor of Engineering (in professional fields)
2.	Master of Arts Master of Science (in an academic discipline with thesis)	Master of Arts in ________ Master of Science in ________ (in professional fields with thesis option) Master of Education Master of Music, Master of Engineering, etc. Other professional degrees to be initiated at this level and completed in the next.
3.	Intermediate degrees: Master of Arts in College Training Master of Philosophy Candidate in Philosophy Diploma for Advanced Graduate Study (in academic disciplines)	Intermediate or terminal professional degrees: Master of Architecture Master of Fine Arts Master of City and Regional Planning Master of Social Work Educational Specialist Engineer
4.	Research emphasis in academic disciplines: Doctor of Philosophy	Professional practitioner emphasis: Doctor of Education Doctor of Business Administration Doctor of Music Doctor of Social Work Professional research emphasis Doctor of Philosophy

[1] Stages and levels:

1. at the culmination of the four year period representing the undergraduate level
2. at the completion of the fifth year level
3. at the completion of the sixth-year level
4. at the completion of a minimum of three years beyond the baccalaureate degree

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